



## **SEN and Disability Local Offer**

### **Poulton St Chad's CE Primary School**

School Number: **02005**

DFE Number: **888 3570**

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School Name</b>	Poulton le Fylde St Chad's CE Primary School
<b>Telephone Number</b>	01253 883639
<b>Website Address</b>	<a href="http://www.poultonstchadsce.lancs.sch.uk">www.poultonstchadsce.lancs.sch.uk</a>
<b>What age range does the school cater for?</b>	4 to 11 years of age (Foundation Stage to Year 6)
<b>Name and contact details of the SENCo</b>	Mrs Rachel Thompson 01253 883639 <a href="mailto:senco@poultonstchadsce.lancs.sch.uk">senco@poultonstchadsce.lancs.sch.uk</a>

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name/Job Title</b>	Rachel Thompson (SENCo)
<b>Telephone number</b>	01253883639
<b>Email</b>	<a href="mailto:senco@poultonstchadsce.lancs.sch.uk">senco@poultonstchadsce.lancs.sch.uk</a>

## Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<b>To be added when on the website</b>		
<b>Name</b>	R. Thompson	<b>Date</b>	14.05.2024

**Please return the completed form by email to:**

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## Accessibility and Inclusion

### What the school provides

- Poulton St Chad's CE Primary School is an Inclusive school. It is fully wheelchair accessible. There is a ramp leading to the main entrance of school, and all other external doors are wheelchair-accessible. The school is single storey, so there are no steps or stairs on site.
- There is one disabled parking space in our school car park and this is near to the hall entrance and the staff entrance, which is accessible via intercom to the school office, although access to the school car park is not available to vehicles at the beginning and end of school as this is our pedestrian access.
- We have recently installed a disabled ramp to enable wheelchair users to access The Oasis (outside learning/worship area)
- We do not currently have audio loop facilities in school for hearing-impaired children, but we do have access to specialist teachers from the SEND team to support. In addition, a number of
- All classrooms and shared spaces are fitted with dimmable lighting to support children with sensory difficulties.
- We have recently installed a small sensory room to support sensory needs for children who would benefit from it.
- We do not currently have changing facilities in school.
- We have a disabled toilet and shower which is wheelchair accessible.
- School information, such as our prospectus and a whole range of policies are available via our school website, [www.poultonstchadsce.lancs.sch.uk](http://www.poultonstchadsce.lancs.sch.uk), or paper copies can be obtained from our school office. Font size can be increased to aid visually impaired readers. It can be arranged for documents to be translated into other languages should the need arise, and a member of staff can meet with parents who have difficulty accessing the written word – a suitable appointment would be made if this were to be the case.
- We use resources in our classrooms according to the needs of the individual children. We use visual timetables and Now and Next boards for children who benefit from them. We ensure lessons and activities are adapted and differentiated to meet the needs of children with specific and additional needs.
- Depending on children's specific needs, we have standing desks and pop-up concentration stations in the classroom.
- Instructions are broken down into manageable chunks for some children with special educational needs in order for them to access tasks more independently.
- Children who experience visual stress have access to coloured overlays and different coloured paper and workbooks.

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?

- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

### **What the school provides**

- It is vital that a pupil's special educational needs are identified as early as possible. We believe it is important to meet with parents as soon as possible to discuss any concerns and the next steps we plan to take to support their child.
- As part of our termly Provision Map meetings, we identify children to monitor. We track their progress and the impact of any interventions class teachers implement to support.
- Parents are consulted before their child is recognised on the SEND Register and whilst on the register, parents are invited into school each term (in addition to Parent's Evening) to discuss their child's progress.
- All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEND as early as possible. This could be through:

- Teacher observation
- Teaching Assistant observation
- Assessment (internal and National Curriculum)
- Screening tools
- Information from previous settings
- Information shared by parents

Teachers note their concerns and share with the SENDCo which is then discussed at the bi-weekly Inclusion meetings with the Headteacher, SENDCo and FSW. The SENDCo will then liaise with staff involved to agree on action that needs to be taken.

- All children are monitored and tracked through data on the internal school tracker.
- Interventions are routinely monitored by SLT and impact evaluated.
- If appropriate, we request support from SEND traded services for specialist teacher input. They are able to provide assessment, guidance and advice for teachers who express concerns about specific children.
- Each KS2 class has a Teaching Assistant for at least four days per week who will provide support for children who require extra intervention and support. In addition to this, we have a KS2 SEND TA who provides extra support for children identified on our SEND Register.
- The school liaises with an extensive list of professionals, including educational psychologists, speech and language therapists, occupational therapists, community paediatricians, CAMHS (Child and Adolescent Mental Health Service) and the school nurse team.

- Termly SEND updates, during staff and TA meetings, provide all staff with updates and changes to SEND policy. Training needs are identified and actioned by the Headteacher and SENDCo.
- All children are assessed for their suitability to sit the SATs tests. The school follow DfE guidance. Any child who meets the criteria for additional time, a scribe, a reader or being disapplied is given the correct level of support.
- Class Provision Maps indicates a range of interventions, resources and support for children with special educational needs from EYFS through to Year 6.

## Reviewing and Evaluating Outcomes

### What the school provides

- Annual Reviews are held based on when the EHCP was issued, always annually. Parents, child (if appropriate), class teacher, teaching assistant (if appropriate) and outside agencies are invited to the meetings. Written advice is sought if a professional cannot attend. In addition to this, the class teacher is asked to complete Education Advice prior to the meeting and this is shared with professionals and parents. Parents are also requested to complete Parental Advice which is shared prior to the meeting.
- Progress of SEND children is assessed and monitored by the class teacher and shared with the Headteacher at termly progress meetings. This progress is then shared with the Headteacher and SENDCo at the termly Provision Map meetings during SEND Focus week. The information is shared on the school's internal tracking document. Progress is also discussed with the governor with SEND responsibility, Mrs R Hayton.
- Parents are invited into school to take part in termly Pupil Passport review meetings with the class teacher. Progress towards Pupil Passport targets are discussed and reviewed, and new targets are set, once agreed by all involved.
- In evaluating the effectiveness of our provision, we not only take into account academic progress but also progress towards all areas of need as detailed in the Code of Practice. It is important that we recognise that progress emotionally and socially is just as important – sometimes even more so - as academic progress. When children are happy, they learn.

## Keeping Children Safe

**What the school provides**

- Individual class teachers will carry out a risk assessment if organising an educational visit. These risk assessments are completed, sent to the Educational Visits Co-ordinator (Miss Hopwood) who checks them and then sends them on to the Headteacher.
- The first section of the latest Form 5 asks staff to consider children with any special needs, medical needs or behavioural issues.
- Daily risk assessments are carried out by staff in the outside area of the Foundation Stage, and also by our site supervisor with regards our adventure playground. The mandatory checks by LCC are carried out and actioned by school staff.
- At the beginning of the school day, children are welcomed into school by a familiar adult. Parents are able to talk to class teachers and pass on any messages etc.
- We have recently changed the time of worship so that children spend the first session of the day in their own classrooms with a familiar adult. This enables them to settle quickly and share any concerns.
- At the end of the school day, all children in key stage 1 are handed over to a known adult, and children in key stage 2 are dismissed from three separate exit points, each of which are staffed with a familiar adult.
- We have the correct ratio of adults to pupils for playtime and lunchtime periods. Any child requiring extra support will be highlighted, and support will be put in place to ensure that child is kept safe during playtimes.
- Adequate support is put in place when a child is engaged in PE activity or on a school visit to ensure the child stays safe.
- Policies on Behaviour and Relationships and Anti-Bullying are on our website, under 'School Information/School Policies). These are reviewed bi-annually. Paper copies can be provided if required.

**Health (including Emotional Health and Wellbeing)****What the school provides**

- A copy of our Administration of Medication in School policy is available on our school website. Paper copies can be provided if required.
- Medicines are stored securely in relevant places in school.
- Medication for specific conditions can be administered in school, but strict guidelines must be adhered to – please consult the policy for a list of these.
- Staff will be released to access relevant training with regards medical conditions, for example diabetic insulin pump training, so that parents can be confident that their child will be cared for in school. Where appropriate, whole staff training will be arranged for certain conditions, such as epilepsy and anaphylaxis.
- In order to draw up a medical care plan, a meeting will be arranged with parents, health care professionals, class teacher, teaching assistant and SENCo to

discuss the condition and treatment in detail, ensuring that all involved are fully aware of sign and symptoms, and what to do in an emergency. Once drawn up, copies will be passed to parents for checking and when signed, all staff in school will be made aware of the care plan, and a copy will be available in the staff room, along with a photograph of the child.

- There is a protocol in place for medical emergencies in school. The priority is with the welfare of the child so emergency services are contacted immediately, then parents. New phonelines have been installed in each classroom.
- The majority of teachers and teaching assistants are first-aid trained. Early Years staff are paediatric first-aid trained.
- Speech and language therapists, occupational therapists, physiotherapists, counsellors and educational psychologists will attend school to provide support for specific children after relevant successful referrals have been made by class teachers or the SENCo.

## Communication with Parents

### What the school provides

- Before a child starts school in EYFS, there are opportunities for parents to meet members of the EYFS team. Parents are invited to specific transition meetings for children with SEND.
- We have an 'open-door' policy for all parents. Staff are available to speak with briefly at the start of the school day, and have more time at the end of the school day.
- Parents' Consultation Evenings are held in Autumn and Spring terms each term and teachers discuss progress and concerns at these meetings. End of Year reports are sent out in the Summer term. These will always focus on what children can do, not what they cannot do.
- In addition to the universal offer of Parents' Evenings, parents of children with SEND will be invited into school for a Pupil Passport meeting each term where they will review targets and set new ones.
- Parents are invited once a term to a Showcase where they can see children's work on display.
- Each class hosts an assembly once a year and families are invited to attend these.
- Parents are encouraged into school to share feedback with class teachers or the Headteacher, and we have a 'Send a message' facility under the 'Contact Us' section of the school website.
- Parent questionnaires are sent every February.

## Working Together

### What the school provides



- We have a School Council with two representatives per class, from Year 2 to Year 6. Our school captains also attend these meetings. The meetings are supervised by our Headteacher, and are held once a month.
- School councillors discuss items mentioned at the School Council meeting with the rest of their class and their peers are encouraged to give their ideas which are then taken to the next School Council meeting.
- Parents are encouraged to discuss their child's education during Parents' Consultation meetings, but should the need arise, parents are welcome to make an appointment to discuss progress at any time.
- The school welcomes parent helpers and value the work they do in school – all helpers in school are required to apply to the Disclosure and Barring Service (DBS) to ensure suitability for working in school. This is free to all volunteers in school.
- When a post comes available on the Governing Body, all parents are sent the relevant paperwork in order to put themselves forward to become a parent governor. The Headteacher is available for all parents to talk to should they be interested in applying for the post.
- The list of current Governors is displayed on the school's website.
- The SENCo and FSW work with families to support wellbeing, family functioning and attendance. They often act as Lead Professionals when an Early Help Assessment is completed.

### **What help and support is available for the family?**

#### **What the school provides**

- We would readily support any parents with the completion of forms, and it would normally be the class teacher or SENCo who is best placed to assist.
- Parents requiring information or advice would normally do so by asking their child's class teacher. This request would then be passed to the SENCo to follow up, and relay information back to the parent.
- Information regarding SEND is available via links on our website.
- In order to offer help with travel plans, we would consult with the LEA SEND team.

### **Transition to Secondary School**

#### **What the school provides**

- The class teacher/SENCo liaises with their counterpart at the intended secondary school – staff from relevant high schools also visit the school to meet the children who will be going to their school.
- A transition plan is put into place, often including a number of visits to the setting with a TA. These are carried out prior to the 'official' transition day, and enable the child to gain some confidence in their new surroundings.

- All records are passed to relevant high schools as soon as possible so that they are made aware of the nature of the special educational need.

## **Extra Curricular Activities**

### **What the school provides**

- There is a daily Breakfast Club in school (7.30am – 8.45am), and an After School Club (3.15pm – 5.30pm). Both clubs are run by Ms Laura Cameron, and are fully inclusive.
- The staff at these wrap-around clubs meet with the SENCo to find out about the needs of the children on the SEND Register, and extend learning opportunities for these children, according to their needs.
- There is a wide range of fully inclusive after school sporting clubs available to all children. These clubs are generally free to attend.
- There are a wide variety of clubs held in school both at lunchtimes and after school – all children are invited to attend these clubs.
- All clubs that we run in school are fully inclusive – we make no discrimination of SEND in any way.