

**SEN and Disability**

**Local Offer:**

**Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Barton St.Lawrence CE Primary School Number: 06046

(Updated 2022)

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| **Accessibility and Inclusion** |
| What the school provides  • The school was built in 1960 and is fully wheelchair accessible.  • All doorways and entrances to school are on a single level and wide enough to accommodate a wheelchair if necessary.  • The building has a disabled toilet.  • Information is available on the school website including policies and procedures for SEND. These can be made in alternate formats on request.  • Furniture is modern and of a suitable height appropriate to the age group of the children being taught in that classroom.  • The school has a range of ICT and text-based programmes for pupils with SEND including computers, headphones, iPads and interactive boards in each class.  • Our curriculum has been personalised to fit the needs of the children in our school and organised to follow a clear progression of skills and knowledge, through each year group and term. It is differentiated through appropriate scaffolding to meet the needs of all pupils. To support learning, all teachers use a range of teaching styles including the use of visual timetables and PECS where needed. This is outlined further in the school Quality First Teaching document available on the website.  • Staff in school are well trained and deliver both gross and fine motor skills programmes, often supported by an OT These may be delivered individually or as part of a group, depending on need. |

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| **Teaching and Learning** |
| What the school provides  • The SENCo works closely with all staff to ensure pupils who may need additional help are identified as early as possible.  • The use of outside agencies, when needed, may be consulted as a source of support for both staff and pupil.  • All children are entitled to quality first teaching. In the instance that a child raises concerns, a child may be identified by the class teacher as a ‘Cause for Concern’. Here, the class teacher will inform parents of the concerns and the child’s progress will be monitored closely alongside existing school practices. This may take the form of a small intervention group or additional teaching time to address the concerns.  • The progress of all children is carefully monitored and reviewed on a regular basis. The school does not formally identify pupils as having special educational needs unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.  • All teachers work to ensure the whole curriculum is accessible to all pupils and independent learning is encouraged.  • Where a child has received quality first teaching and steps have been put in place to address the concern, yet the concern remains, a child may be placed on the SEN Register. Triggers for concern are outlined in the SEN Code of Practice. 3  • Children may be assessed within school using assessments such as WRAT, BPVS, Hodders and Gray. External agencies such as IDSS, Speech and Language Therapy, Psychologists, Councillors and Occupational Therapists may also be used to help assess a child’s needs and to give advice on strategies of how to deal with a particular need.  • Each class has at least one Teaching Assistant. Provision mapping is in place to ensure TA’s are deployed to make the best use of their time.  • Teaching Assistants are deployed appropriately to support individuals or small groups, and materials are purchased where necessary. Our Teaching Assistants are skilled in delivering specific work through time given to facilitate an IEP or intervention groups.  • The training needs of all staff are constantly reviewed, through professional development as well as internal and external training on an on-going basis.  • Most staff have received First Aid and Epipen training.  • When sitting examinations, children with SEND can be supported 1:1, have timed breaks, be granted additional time, sit exams in alternative settings to aid concentration.  • The SENCo monitors provision for SEND on a regular basis. Resources are allocated flexibly to ensure children’s needs are being met. A provision map is produced each half-term to illustrate the range of intervention groups and additional support being provided. This is done on a plan, do, review cycle. |

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| **Reviewing and Evaluating Outcomes** |
| **What the school provides**   * Lancashire guidelines are followed as well as the SEN Code of Practice. * Parents receive copies of all relevant paperwork concerning their child. Pupil voice is utilised within reviews where possible. * Meetings may take place every half-term. This may be a formal meeting or a more informal chat with the teacher depending on need. * IEPs and the outcomes of other intervention groups are monitored by the class teachers and SENCo and are reviewed termly. * Targets on IEPs are reviewed weekly. This is shared between relevant staff working with the child. New targets may be set more frequently than termly. * The school operates an Open Door policy with regards to any concerns a parent may have. * Pupils progress is monitored throughout the school. Pupils with SEND are monitored using tracking data and provision mapping. |

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| **Keeping Children Safe** |
| **What the school provides**   * The Head Teacher and class teachers carry out Risk Assessments where necessary. The governing body is also active in relation to Health and Safety. * If a handover to parents is required, this is carried out by either the class teacher or class teaching assistant. * When required, a member of support staff supervises the child at lunch and play times. Collection of children at the end of day mean that children are handed over to their parent or guardian or personally taken to after school club. * In some instances, further support for a child may be needed in class. Where this happens, in the first instance, provision mapping will be consulted. * Alternative arrangements can be made for individual children if necessary. * Policies on safety and anti-bullying are on the school website or available from the office on request. As part of our distinctiveness as a Church school, we instil Christian Values amongst our pupils and expect them to show empathy and respect towards each other. |

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| **Health (including Emotional Health and Wellbeing)** |
| **What the school provides**   * Care Plans are passed on to Class Teacher and relevant staff and signed. Master copies are kept in a secure file with SEND records which can only be accessed by the SENCo or Head Teacher. * Care plans are reviewed by the SENCO along with consultation with parents each year; any changes should be notified to school where adjustments can be made * In case of medical emergency, staff will follow the procedures identified in the child’s care plan * All staff are regularly kept up to date with First Aid Training to ensure all staff are familiar with what action to take in the event of an emergency. Two members of staff are paediatric first aid trained. * Epipen training has been provided by the School Nurse. * For every child with a medical need (eg. Asthma, allergies), there is a photograph on the staff notice board and in the school office of the child and details of their needs. Class teachers and support staff are informed of these needs. Inhalers are kept in trays so that they are easily accessible. Children requiring Epipen have it stored in a clearly labelled bag in a designated area. * School can request the support of a range of other services such as speech and language therapy, occupational therapy, physiotherapy, mental health advice and counselling as required. They will deliver programmes provided by other professionals either in school or outside of school hours. |

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| **Communication with Parents** |
| **What the school provides**   * The first contact for parents will always be the child’s class teacher unless the incident is deemed as serious. * The school operates an open door policy. Parents are welcome to talk to staff at an appropriate time but longer conversations will need an appointment. * We hold open days for prospective parents held in Autumn Term each year and our induction meeting for new parents is held in Summer term where relevant staff will be introduced. * Parent evenings are held each term and interim reports are also sent out in these terms. This gives parents the opportunity to meet with the teacher and discuss progress. During the Summer term, children receive their annual full report. * IEP’s are reviewed and evaluated half- termly with the family. New targets are set, listening to the voice of the child and family. Next steps are shared internally via our weekly monitoring forms. * Parents can offer feedback in a variety of ways: parent questionnaires, email or verbally. Parents and children are encouraged to suggest targets for IEPS. * Parents and children with an Education Health Care Plan are asked to forward their views in writing for annual reviews. |

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| **Working Together** |
| **What the school provides**   * There is a School Council and a School Eco Committee. Here, pupils are encouraged to contribute their own ideas as well as put forward ideas from their classmates. Classmates are encouraged to give suggestions to their class representative to be discussed at meetings. Regular meetings are held with a member of teaching staff. * Regular fundraising events are organised by PTFA in order to raise money for equipment needed in school to support children’s learning and enhance their environment for emotional wellbeing. * Parents and pupils are encouraged to express their views at review meetings and parents evenings. * Parents have many opportunities to get involved in the life of the school such as volunteering in class, standing for parent governor elections, parents’ meetings, joining the PTFA and annual reviews. * The Head Teacher writes a termly report to the governing body. The finance committee are responsible for agreeing the annual expenditure for meeting the needs of pupils with SEND. * The SENCo meets regularly with the SEN lead on the Governing body. |

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| **What help and support is available for the family?** |
| **What the school provides**   * Help is available from a range of people within school to complete forms and paperwork. This may be the school’s administrative assistant, the SENCo, class teacher or Head Teacher. * A range of information is available on the school website. * The SENCo has access to a range of contacts which may be of use to the family. |

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| **Transition to Secondary School** |
| **What the school provides**   * Year 6 pupils have transition days to secondary schools and also secondary staff meet with the Year 6 teacher to help ease transition from Year 6 to Year 7. * High school SENCo is invited to any SEND annual reviews in Year 6 during the summer term prior to them commencing high school * Year 6 teachers pass on information via transition documents and will provide relevant additional information. |

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| **Extra Curricular Activities** |
| **What the school provides**   * School has a breakfast club (starting 7.30am) and after school club (finishing 5.30pm). Reasonable adjustments will be made to meet the needs of individual pupils. * In addition, school offers a rich and varied after school club programme including tag rugby, gymnastics, netball, knitting, science, rounders and football at various times throughout the year– all of which are free of charge. Most of these clubs are provided by teaching staff. Some clubs are funded through our School Sports Partnership funding and others may be a paid for club run by external agencies. Clubs change half termly. Reasonable adjustments are made as required to meet the needs of individual pupils. * Year 5/6 pupils are offered to go on a residential visit bi-annually. Financial support may be available in some circumstances. * Children entering the Foundation Stage are assigned a Buddy from the older year groups. Buddies help these children to settle in particularly at lunch times and play times as well as supporting them in normal school routines. |

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| **Feedback** |
| **What is the feedback mechanism**   * A weekly newsletter provides up-to-date information about school. * Meetings with Governors take place each term. * School operates an open door policy and welcomes addressing any concerns in the first instance. * The school website has both the Head Teacher’s contact details as well as the SENCO’s contact details. |