



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Halsall St. Cuthbert's C.E. Primary School**

School Number: **08026**

## Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

### What the school provides

- *The majority of school is wheelchair accessible except for the new ICT suite on the second floor, however every class has a bank of computers for pupil use and an additional bank of computers is located in the resource area ensuring that ICT is accessible to all pupils.*
- *There are two designated disabled parking bays within the car park and additional spaces can be made available within the staff parking area if needed.*
- *A purpose built disabled toilet is situated within the main foyer of school and changing mats are available for users upon request.*
- *Policies and information can be printed in different font sizes upon request.*
- *Auditory environment - all classrooms have wall-mounted speakers linked to the teacher's computer and teachers/pupils can use a microphone to broadcast their voice across this system.*
- *Visual environment – handrails and steps are painted in contrasting colours.*
- *Classroom furniture is of appropriate height for the age-range taught, desks and chairs of various heights are available where adjustment is needed*
- *Gym balls provide alternative seating for pupils with specific physical needs.*

## 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 staff specialisms/expertise in SEN and disability do you have?
- 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

- *Children are assessed on-entry then monitored and tracked by the class teacher who raises any initial concerns with the SENCO.*
- *The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.*
- *Early intervention strategies are used to address areas of need.*
- *Additional assessments and/or observations may be conducted by the SENCO, IDSS or other outside agencies.*
- *Each class has at least one full-time teaching Assistant with most classes having two classroom assistants in the morning. These provide additional support or deliver intervention strategies for identified pupils.*
- *Resources and teaching strategies are tailored to meet individual need e.g. sloped writing desk, coloured overlays, magnifiers, pencil grips, easi-grip sprung scissors*
- *External agencies and other professionals provide specialist support where needed e.g. speech & language therapists, occupational health therapists, school nurse, diabetes nurse, CAMHS*
- *Specific training courses are accessed by class teachers and Teaching Assistants as needed, current staff have accessed training on VI, ASD, Dyslexia, Diabetes and EBD*
- *SEN provision is monitored by the Head and SENCO and suitable training courses and areas for staff development are identified through assessment and appraisal procedures. Any requests for support/training from staff are addressed and met as soon as possible.*
- *All children are assessed for their suitability to sit the SATS tests. The strict guidance laid out by DfE NCA-STA is adhered to. Any child who meets the criteria for additional time, a scribe, a reader or being disapplied is given the correct level of support. Assessment is carried out by the class teacher and SENCO.*
- *Provision maps indicate the range of interventions, strategies, resources and support available for children with special educational needs in every cohort, with impact measured by attainment prior and after support.*

## Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### What the school provides

- *Annual review meetings are held for all pupils with a statement of need or Education, Health and Care plan.*
- *Additional Transition meetings are held for pupils transferring from one Key Stage to another.*
- *Pupils complete a My Review sheet termly to help inform IEPs and IBPs - targets and evaluations are shared with parents at Parent Consultation Evenings and at the end of year.*
- *Provision maps indicate the range of interventions, strategies, resources and support available for children with special educational needs in every cohort, with impact measured by attainment prior and after support.*
- *The SENCO uses the end of year data to track and measure the progress made by all the children named on the Record of Special Educational Needs. This progress is then shared with staff and reported to the Head teacher, Governors and School Advisor.*

## Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

### What the school provides

- *The Head Teacher carries out Risk Assessments where necessary.*
- *The Class teacher or Teaching Assistant liaises with the parent/carer at the end of the school day. If a pupil attends after-school club then handover procedures occur with the relevant staff and/or a home-school liaison book is used to communicate significant information and messages.*
- *Parking spaces are available for dropping off and collecting pupils.*
- *Children are supervised at break times by Teachers and Teaching Assistants, lunchtimes are supervised by Welfare Assistants with additional support from staff if needed. Playleaders provide structured activities for pupils and a 'buddy' system is*

*used where appropriate.*

- *School trips are fully supervised with additional adults for pupils with SEND. The class teacher judges appropriate ratio for P.E. and arranges additional support where necessary.*
- *Policies on Behaviour and Anti-Bullying are available on the school website. Paper copies can be provided for families upon request.*

## **Health (including Emotional Health and Wellbeing)**

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

## **What the school provides**

- *Medicine is administered following written consent along with details of dosage and frequency and parents sign to acknowledge administration on the child's first aid record at the end of the day.*
- *The school nurse or other NHS professional meets with the parents, SENCO and class teacher to draw up a care plan, which is reviewed annually (or more frequently if required)*
- *Care plans are passed on to the relevant Class Teacher and Teaching Assistants and a master copy is kept in SEN records.*
- *All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with the appropriate response and action to take in the event of an emergency.*
- *In addition, Diabetes, Asthma and Epipen training has been provided by the School Nurse or other NHS professional to ensure that all relevant staff are conversant with the appropriate action or medical procedure required.*
- *The school nurse team regularly attend school to undertake a variety of medical assessments; height & weight measurements, eye-test, hearing test*
- *Specific support is provided for individual pupils from outside agencies and healthcare professionals e.g. speech & language therapy, occupational health therapy, physiotherapy, VI or HI specialist support teachers, CAMHS*

## **Communication with Parents**

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person's progress?

- Do you offer Open Days?
- How can parents give feedback to the school?

### **What the school provides**

- *Key staff and school nurse are introduced during induction evenings for parents of children starting reception in the following September.*
- *School staff and their specific roles are listed on the school website and in the school brochure.*
- *Concerns flowchart on website listing Class teacher/teaching assistant as first point of contact, then SENCO/DSP or Head teacher.*
- *A 'drop-in' clinic is held every Tuesday afternoon in the Parish Centre for parents who wish to speak to the Head/Deputy Head.*
- *Open-door policy, any parent with a concern can request to speak to the class teacher or member of the Senior Management team that day.*
- *Parents can phone school or write a letter to outline their concern if unable to attend in person.*
- *Pupil progress is reported to parents on a termly basis; Parent Consultation meetings in the Autumn and Spring terms and a written end-of-year report in the Summer term.*
- *Parents of children with SEND meet with the teaching team to review IEP or IBP targets once a term.*
- *No official Open days are organised but parents of prospective pupils are warmly invited to visit the school for a tour with the Headteacher.*
- *Special performances are held throughout the year e.g. Harvest, Christmas, Mother's Day, Strawberry Teas, Carnival, Leavers Service and class assemblies.*
- *Parental feedback is gathered through parental questionnaires, parent consultations and comments made to Parent governors.*

### **Working Together**

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)  
How do home/school contracts/agreements support children with SEN and their families?

### **What the school provides**

- *Years 1 – 6 are represented on the school council with a boy and girl from each year group elected to stand for one term. Children vote on fundraising ideas, sponsored charities and potential projects for school improvement.*
- *Parents can express their views about their child's education during Parent Consultation Evenings, Parent Questionnaire, Parent View or through our open-door policy by requesting a meeting with the class teacher.*

- *Parents can become involved in the life of the school by volunteering to help in class, attending PTFA meetings, helping out on special days or trips and attending special events.*
- *Vacancies on the Governing Body are communicated by newsletter. Foundation governors are chosen by the local clergy following Diocesan guidelines.*
- *Head and Governors signpost other agencies and invite them to shared meetings on our site as needs arise.*
- *Parents and pupils are asked to complete the home/school agreement when they join school which outlines the commitment undertaken by all parties towards pupil progress and development.*

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

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?
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### **What the school provides**

- *The SENCO or Head teacher offer support to parents regarding completing forms.*
- *Our open-door policy offers parents opportunities to access support and advice from teachers, SENCO or Headteacher. This may take the form of signposting to external agencies or providers of more specialised care.*
- *Parents are offered help with travel plans as required.*

### **Transition to Secondary School**

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

### **What the school provides**

- *We have excellent links with all our feeder schools; Y7 form tutors visit school to meet the children and liaise with the Year 6 teacher before pupils visit for an orientation day.*
- *Bespoke transition plans are put in place for pupils with SEND and additional visits/activities are arranged.*
- *The school has strong links with the private nursery on-site and has robust transition procedures in place for Foundation Stage pupils; parents attend an Induction Evening whereby they receive a booklet of useful information about school and provision before children attend for two taster mornings in the Reception class.*

## Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

## What the school provides

- Children can access early-morning computer and study club from 8am for £2.50
- Kidz club offers childcare after school from 3:30 – 5:30 pm, £3 per hour with a discounted rate for siblings.
- A wide and varied range of extra-curricular activities operate throughout the week; lunchtime clubs are free and there is a nominal fee of £1 per session for an after-school sports/activity club. Please see website for more details.
- All activities/clubs are fully inclusive; additional support to enable a pupil with SEND to participate would be provided and funded by school where required.
- As a Christian school, friendship is one of our core values and children are encouraged to play well together from an early age.
- Friendship circles and buddy systems are employed to support children with social difficulties and circle time is used effectively to address any issues.
- Kind behaviour and friendship tokens are celebrated during the Praise assembly on Friday morning.
- Year 6 pupils take turns to be Play leaders each break; organising structured games and supervising small play equipment such as skipping ropes, hoops and balls.
- Year groups are given designated days for football, netball/basketball, activity trail and equipment boxes and staff take a pro-active role in encouraging positive play.