



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Farington Moss St. Paul's CE Primary

School Number: 07028

## 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/Academy Name and Address</b>	<b>Farington Moss St. Paul's CE Primary</b>		<b>Telephone Number</b>	<b>01772 336166</b>
	<b>Croston Road</b>		<b>Website Address</b>	<a href="http://www.st-pauls-farington.lancs.sch.uk">www.st-pauls-farington.lancs.sch.uk</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	*			
<b>What age range of pupils does the</b>	<b>4-11 years</b>			

school cater for?	
Name and contact details of your school's SENCO	<b>Miss N Taylor</b> <a href="mailto:ntaylor@st-pauls-farington.lancs.sch.uk">ntaylor@st-pauls-farington.lancs.sch.uk</a> <b>01772 336166</b>

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.

Name of Person/Job Title	<b>Mrs A Gibson Head Teacher</b>		
Contact telephone number	<b>01772 336166</b>	Email	<a href="mailto:head@st-pauls-farington.lancs.sch.uk">head@st-pauls-farington.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.

Please give the URL for the direct link to your school's Local Offer	<a href="http://www.st-pauls-farington.lancs.sch.uk">www.st-pauls-farington.lancs.sch.uk</a>		
Name	<b>Mrs A Gibson</b>	Date	<b>7.04.2016</b>

Please return the completed form by email to:  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## 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 school was built in 1879 and has had a number of modern additions. Access to the school is on a single level and wide enough to accommodate a wheelchair. All internal doorways are on a single level and wide enough to accommodate a wheelchair if necessary. There are two ramped exits to the rear playground, one via the hall and another via a fire door. There are two ramped exits to the front playground from the Reception classroom and Year 5/6 classroom. There is a disabled toilet available, fitted with an arm support and emergency alarm. All furniture in school is modern and of a height appropriate to the age group of the children. The Reception class has new toilet facilities accessed from the classroom.**
- **School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for individual school circumstances. These can be accessed via the website or alternatively from the school office. School aims to ensure all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate.**
- **The school has interactive whiteboards installed in every classroom, as well as availability to laptops, headphones and i-pads.**

## 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

- **Early identification is vital and school has access to a range of outside specialist agencies for support and advice. The class teacher informs the parents of any concerns at the earliest opportunity and enlists their help and participation.**
- **The SENCO works closely with parents, teachers, teaching assistants and outside agencies to assess and monitor the children's progress. Individual Education Plans are drawn up and implemented to help support any issues which may arise.**
- **Classroom based support and intervention can take place in one to one, small group or whole class settings. Intervention can be taught by Teachers and Teaching Assistants.**
- **If a child has sensory or medical needs specialist support is obtained from the School Nurse or external specialist agencies.**
- **Staff receive training on First Aid, Asthma and some are trained in the use of the Epipen. A number of Teaching Assistants have undertaken specialist ASD training which includes the use of PECS and have attended the ELKLAN specialist language course. Additional training is undertaken to support the needs of children with specific medical conditions. Staff receive Defibrillator training annually.**
- **Individual teachers are responsible for making lesson accessible to all.**
- **The school has an SEN Provision map which records types of intervention and levels of support throughout school. The Lancashire trackers track progress and provides data on pupil progress and facilitates analysis of specific groups of children. Pupil progress meetings are conducted by the Head Teacher, Deputy Head and Senior Management team each half term. Progress of pupils in the Early Years is tracked on the Two Simple computer program.**
- **Attendance, behaviour and engagement is monitored to ensure the quality of provision and safeguarding of the children is effective.**



## 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

- **Progress of other students with SEN support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.**
- **Parent/ Carers contribute to review meetings which are held on a regular basis. Individual Education Plans are reviewed and updated on a termly basis and shared with parents/carers.**
- **All statements and EHCP's are reviewed on an annual basis. Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is send to the LEA, the parent/carer and school.**
- **Progress data is shared with parents three times each year, in written format as well as face to face at parent's evenings.**
- **The SENCO is available to discuss individual students at any point in the academic year, usually by appointment, to ensure privacy and confidentiality.**
- **The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.**

## 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 school has in place all statutory risk assessments, based upon LCC**

model risk assessments and guidance adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific, individual students, educational visits etc. They are responsibility of the Head Teacher (or other appropriate personnel such as educational visits co-ordinator) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), Parents and Carers wherever appropriate. They are reviewed within appropriate timescales.

- All policies, guidance and procedures relating to Safeguarding, child protection, security, safety and support including behaviour policies and anti-bullying are available on the school website or via the school office.
- Before the start of the school day the Head Teacher supervises children on the front yard from 8.45am. Children are allowed into school from 8.40am if the weather is inclement. Children with specific medical needs are allowed to remain inside under supervision. Morning and afternoon break times are supervised by a teacher whilst welfare staff supervise lunchtime breaks.
- All classes have access to Teaching assistant support. Some classes have additional support if required.
- All school trips are processed through “evolve” system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN students.

### **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**

- Medication prescribed by a Doctor is administered, with parental/carer permission supervised by a First Aider.
- All medication is kept under lock and key in a central place in the school office. For the safety of all the community, students are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff have access to the key.
- Medications in the drawer are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.
- Instructions for administration are kept with the medication/ Care Plan.

- It is the parents/carers responsibility to check that all medication is checked regularly for expiry dates, and replace if necessary.
- Some medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator in the staff room.
- A Health Care Plan is drawn up in conjunction between the parents, child and medical professional. The school nurse does a home visit and a meeting is called in school when the plan is agreed and signed by responsible staff. The Head teacher agrees all care plans personally.
- Care Plans are held centrally in the school office. They are reviewed by the School Nurse at least annually or if circumstances change.
- The Staff is briefed by the school nurse regularly about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Head Teacher is contacted immediately.
- There are regular visits from the school nurse, to advise on health care and respond to pupil needs.
- An Asthma policy is place and procedures reviewed annually. Asthma sufferers are identified by photograph in the classroom and inhalers are kept in the bottom drawer of each teacher's desk. Inhalers are always taken to PE lessons, swimming lessons and on school visits. The class teacher is responsible for inhalers.
- Specific medication is taken by the class teacher on school visits.
- Children with allergies are identified by photograph in the staff room and school kitchen. The school kitchen has a log of children with allergies.
- If a child bumps their head, first aid is administered, a bumped head sticker given to the child and a letter sent home. Parents/carers are informed by telephone if necessary and they are advised to seek medical treatment.

## 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

- **A full staffing structure of the school is available via the website or within the school prospectus.**
- **Staff are very flexible in contacting parent/ carers. If parents/carers make contact and staff not be available they will return calls as soon as possible.**
- **We have an open door policy. Parents and Carers are welcome into school. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.**
- **For information about keeping up to date with progress we hold two parents’ evenings when a written progress report is shared and an end of year report is written.**
- **School seeks parent’s views and feedback anecdotally, via communication diaries, through annual questionnaires, annual review parent advices and signpost to the OFSTED parent view website.**
- **The school holds ‘open day’ type events on a regular basis.**
- **On starting school at the meeting for newcomers, key staff members are introduced to parents and a Welcome Information pack is distributed.**
- **High school staff visit school during the transition period of the summer term and pastoral and academic information is shared.**
- **Parents/carers are invited to a weekly Celebration Assembly.**
- **There is a strong parent representation within the School Governing Body.**

## 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**

- The school has a school council with representation from each class voted for by the students in that class. The council meets once every half term and is facilitated by a member of senior staff.
- Students complete an on-line questionnaire about aspects of school life annually and where required can advocate for each other or work together in small groups to complete.
- Parents are consulted at annual review, parents evening and via questionnaires. As well as informal discussions whenever they may contact school.
- Parents hold several places on the Governing Body of the school and parents act as volunteers in school for aspects of work or to support activities.
- The school works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc in order to support an individual student as required.
- There is a home school agreement, 'Partnership Promises' and this is completed at the beginning of the academic year.
- Older pupils are play leaders and they organise and lead break-time activities for other children.
- Lunchtime buddies support children in the dining hall and run a 'Reading together' scheme.

#### **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?

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

- If the school is asked admin support staff will aid families in completing paperwork or direct it too the most appropriate person to help and support. Parents can simply ask for that help.
- A member of staff has responsibility for transition arrangements at key points in a students' school life.
- The Head Teacher and Deputy Head are responsible for parent/family liaison and they can offer or signpost support and advice to parents/carers and family.

## Transition to Secondary School

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

### What the school provides

- All Y6 pupils transferring to Secondary school undertake a transition process throughout the summer term. We encourage pupils to attend the transition day where they can meet other pupils joining their new school, the staff they will work with and become familiar with the surroundings. For some young people a more personalised approach may be required and this can be set up by negotiation.
- SENCO works closely with pupils, parents/carers and secondary school to ensure smooth transition
- Our Key staff members meet Secondary school teachers in the summer term to share pastoral and academic information.
- End of year results are sent to Secondary school.
- All SEN other information is transferred in accordance with LEA guidance.

## 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

- The school has a Breakfast club every morning from 7.45am and After school club 5 days per week as standard until 5.30pm. There is a charge for this provision, £3.50 per session for breakfast club and £7 per session for after school club. We offer a 10% discount for siblings.
- Pupils have access to a wide range of extra-curricular clubs throughout the year. These include sports, dance, music, arts and language options. Some are run by bought in coaches and others are run by school staff. Where places are oversubscribed parents will be informed as to how places will be allocated.
- School has a charging and remissions policy, which seeks voluntary contributions for payments from parents for some trips and visits.
- All activities and trips follow the ethos of the school and are inclusive by nature but may be subject to risk assessment.