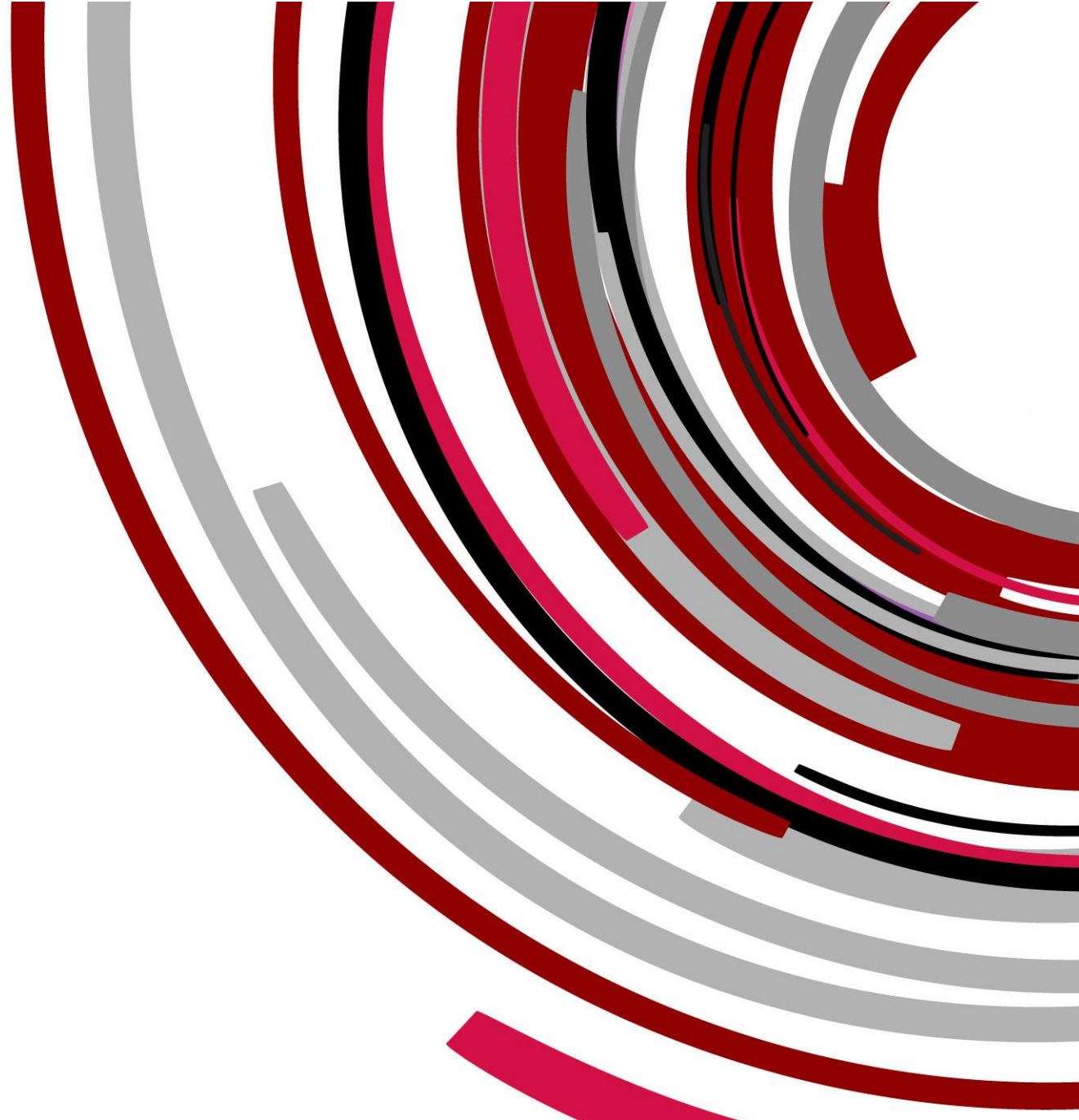




SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Farington Moss St. Paul's C.E Primary School**

School Number: 07028

School/Academy Name and Address	Farington Moss St. Paul's CE Primary Croston Road Farington Moss PR26 6PR	Telephone Number	01772 336166
		Website Address	https://www.stpaulsprimaryschoolfarington.co.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If Yes please give details
What age range of pupils does the school cater for?	4-11 years		
Name and contact details of your school's SENCO	Mrs. A. Pryce oaten@st-pauls-farington.lancs.sch.uk 01772 336166		
Headteacher	Mr. J. Eccleston		

Accessibility and Inclusion

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 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.
- 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 Ipads.

Teaching and Learning

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. Teachers and teaching assistants have attended courses on colourful semantics and the building blocks language program.
- Individual teachers are responsible for making the lesson accessible to all.
- The school has a SEN Provision map which records types of intervention and levels of support throughout school. The school uses Insight to track progress and provide 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 team each half term. Individual education plans are reviewed termly by the class teacher and SENCO

Reviewing and Evaluating Outcomes

What the school provides

- Progress of 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 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 sent 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 and also at weekly SEND drop-in meetings. Privacy and confidentiality is assured.
- 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

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 Headteacher (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. Morning and afternoon break times are supervised by a teacher and teacher assistants. Welfare staff and teaching assistants 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.
- Attendance, behaviour and engagement is monitored to ensure the quality of provision and safeguarding of the children is effective.

Health (including Emotional Health and Wellbeing)

What the school provides

- Medication prescribed by a Doctor is administered, with parental/carer permission supervised by a First Aider.
- Administering of child pain killers e.g. Calpol will be supervised by a First Aider with parental permission.
- 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. Dispensing is recorded and signed.
- 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.
- 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 Epilepsy. Some are trained in the use of the Epipen. Additional training is undertaken to support the needs of children with specific medical conditions.
- A teaching assistant has undertaken the ELSA specialist emotional literacy course.
- Children have access to calm spaces within the class and a peace place centrally in the school.
- An Asthma policy is in 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, classrooms and school kitchen.

Communication with Parents

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; should they 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.
- Class Dojo is used as a parent teacher communication platform. Staff are able to respond to messages during the hours of the school day.
- For information about keeping up to date with progress we hold two parents' evenings, provide 2 termly reports and an annual written report.
- 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, family and friends are invited to a weekly Celebration Assembly and worship led by the vicar.
- There is a strong parent representation within the School Governing Body.

Working Together

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.
- Students are consulted in preparation for annual review.
- 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 have acted 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.
- The school employs a Family Support Worker to give support to individual children and their families.
- 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 and well-being activities for other children.
- Lunchtime buddies support children in the dining hall and help to run a reading together scheme in the library. Children's Chaplains are available to support children at playtime.

What help and support is available for the family?

What the school provides

- If the school is asked, admin support staff will aid families in completing paperwork or direct them to 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 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.
- The SENCO works closely with pupils, parents/carers and secondary school to ensure smooth transition. A Transition EHCP review is held in the summer term and key Secondary school staff are invited to attend.
- 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 and other information is transferred in accordance with LEA guidance.

Extra-Curricular Activities

What the school provides

- The school has a breakfast club every morning from 7.30am and after school club 5 days per week as standard until 6.00pm. There is a charge for this provision, £4.50 per session for breakfast club (10% sibling discount) and £9.00 per session for after school club (10% sibling discount).
- Pupils have access to a wide range of extra-curricular clubs throughout the year. These include sports, music, arts and computing 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.

Feedback

What is the feedback mechanism

Parents and carers who have a concern about their child or would like to discuss their child's SEND provision should contact the class teacher or the SENCO in the first instance. If there are still concerns then a meeting may be arranged with the Head teacher.

Head Teacher: Mr. J. Eccleston – 01772 336166 head@st-pauls-farington.lancs.sch.uk

SENCO: Mrs. A. Pryce – 01772 336166 aoaten@st-pauls-farington.lancs.sch.uk