



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: **Banks St Stephen's C of E Primary**

School Number: **08077**

<b>School/Academy Name and Address</b>	Banks St Stephen's CE Primary School, Greaves Hall Avenue, Banks, Southport, PR9 8BL		<b>Telephone Number</b>	01704 225332
			<b>Website Address</b>	<a href="http://www.bank-st-stephens.lancs.sch.uk">www.bank-st-stephens.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>X</b>			
<b>What age range of pupils does the school cater for?</b>	<b>3-11 Years</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs M Mussell</b> <a href="mailto:m.mussell@bank-st-stephens.lancs.sch.uk">m.mussell@bank-st-stephens.lancs.sch.uk</a> <b>01704 225332</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.

<b>Name of Person/Job Title</b>	<b>Mrs M Mussell – SENCO/Deputy Headteacher</b>		
<b>Contact telephone number</b>	<b>01704 225332</b>	<b>Email</b>	<a href="mailto:m.mussell@bank-st-stephens.lancs.sch.uk">m.mussell@bank-st-stephens.lancs.sch.uk</a>

I confirm that our Local Offer has now been published on the school/academy website. *Mrs S M Mussell*

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.bank-st-stephens.lancs.sch.uk/index.php?category_id=45">http://www.bank-st-stephens.lancs.sch.uk/index.php?category_id=45</a>		
<b>Name</b>	Banks St Stephen's CE Primary School	<b>Date</b>	27/03/2020

## 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 moved into its current building after renovation in 1998 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise.

Information is available on the school website and two community notice boards, one on each playground, in addition to regular weekly newsletters.

Parents may request information to be made available in different font sizes according to need.

Parents whose first language is not English may also request for information to be translated where possible.

Staff are always available to support families with additional needs and make information accessible to them.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom.

Staff use symbols, signs, visual timetables and pictures to support children's access to resources in the classrooms and resource areas.

Specialist equipment is provided for children who have additional needs. The school has a range of ICT programs for pupils with SEN in addition to iPads, headphones, netbooks, computers and interactive whiteboards installed in every classroom. The school has recently purchased 15 new netbooks and 24 iPads.

## 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

- It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching, which is differentiated to meet the needs of all our learners.
- Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.
- High quality first teaching is provided in class. This is supported by skilled teaching assistants in each class. Teachers plan for differentiation and ensure that different learning styles are catered for. Children have specific success criteria to scaffold their learning to help them work independently. Appropriate adaptations to cater for pupils' individual learning preferences are made in class.
- Detailed provision mapping is carried out termly with input from teachers, teaching assistants and parents. Provision is made for group and individual interventions.
- The school has a wide range of intervention programs available to support children who require support beyond class based approaches. We use a range of intervention strategies where appropriate, including Toe by Toe, Talk Boost, Fast Track Phonics and Time To Talk. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Physiotherapists and Occupational Therapists. In some cases these specialists might work in school with the child or provide school staff with episode plans to deliver.
- Differentiation is based on the needs, abilities and interests of the individual child. All class teachers take responsibility for meeting the needs of all learners in their class by differentiating and scaffolding the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas

of strengths and weaknesses, and will make every effort to accommodate these. PIVATs are used to break learning down into smaller, achievable steps for some pupils.

- Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners.
- The school has embedded practices for 'Early Identification' of children's additional needs. School works closely with parents and outside agencies to ensure needs are accurately identified and effectively met.
- Outside agencies can help advise on the provision of intervention strategies. The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor children's progress in line with existing school practices.
- The SENCO works closely with parents and teachers to plan an appropriate program of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- Children can be assessed by outside agencies such as the Inclusion Service, CAMHS, Speech & Language Services and Educational Psychologists. Each class has the benefit of at least one Teaching Assistant each morning. In the case of children with HI, VI or medical needs, specialist support, equipment and training is provided by SEND and/or NHS (Diabetes Nurse etc). EYFS staff can request additional support from Lancashire County Council Early Intervention Support Team.
- The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays, etc.) to support pupils with SEND and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required, the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.
- Where a multi-agency approach is required to support the needs of a pupil, a CAF assessment (common assessment framework) will be completed with parents and a TAF (team around the family) meeting will be arranged where all stakeholders can meet and work together to formulate and implement an action plan to ensure appropriate support is delivered. We have a dedicated pupil support manager who coordinates this.
- The SENCO has achieved the National SENCO award.
- Our pupil support manager has undergone training regarding supporting the mental health needs of pupils and will work with individuals or small groups. She has training in some therapeutic play initiatives such as LEGO therapy.
- When sitting examinations, children with SEN can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.
- The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Optimum O-Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.
- Formal monitoring of progress takes place termly in the form of a pupil progress meetings held between class teachers and senior leaders.

## Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with 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

- The school's SENCO, along with the head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programs in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.
- All class teachers and any key workers involved with the child will be given a copy of EHC Plans and there are regular opportunities to discuss the content of these at termly pupil progress meetings and Annual reviews with the SENCO.
- All stakeholders are invited to contribute to and take part in Annual Reviews and receive copies of all relevant paperwork. Pupils are also asked to make a contribution, appropriate to their age and ability, to the review.
- IEPs/IBPs are evaluated termly or half termly depending on the circumstance and pupil. Parents and pupils are invited to comment on IEP targets. The school operates an Open Door policy with regards to any concerns a parent may have. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.
- Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map. Where possible, before delivering an intervention, a baseline assessment will take place followed by an exit assessment at the end so that impact can be measured.

## 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

- Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff via CPOMs (Child Protection Online Monitoring System) which outlines any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these.
- Advice is sought from outside agencies eg, school nurse, physiotherapist etc to produce a care plan which ensures the safety of identified pupils. In some cases, an environmental audit will be carried out to ensure pupils' needs are met. If required a handover is carried out by a TA or class teacher to the appropriate parent/carer. There are parking areas next to the entrance of school for pick up and drop off points.
- The Headteacher oversees each lunch break in addition to seven lunchtime support staff. Teachers & TAs supervise children in the play areas at playtimes. Teachers, TAs and the pupil support manager provide support and supervision for particular children with identified SEND or social, emotional or mental health difficulties.
- TAs accompany pupils with SEND on all school trips.
- Some pupils are withdrawn by teachers or TAs for 1:1 or small group support if necessary.
- Parents can access the Anti-Bullying Policy on the school website.



## Health (including Emotional Health and Wellbeing)

- How do you manage safekeeping 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

We recognise that pupils with SEND can be vulnerable and experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PSHE teaching, we offer a range of interventions, both commercially published and bespoke, to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families.

- We also have available assessment tools to support us in tracking and monitoring pupils' self esteem and confidence e.g. Boxhall Profile.
- Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis.
- All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult, there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities, and our pupil support manager is available to support pupils and families in a holistic way.
- The school has a Medicines Policy which was drawn up by Governors. Only authorised staff are permitted to administer medication to pupils. Two staff are always present and must sign forms when medicine is administered to any pupil. All medicine is stored either in a locked cabinet in the Headteacher's office or in the school office which is always kept locked if unattended. Administration of medicines is recorded on a medicine form with details of dosage and frequency and parents sign to grant authorisation for the school to administer it to their child. These forms are kept in the main school office. The school sends all ongoing medication home at the end of each term and requests parents return it renewed and in date at the start of each term.
- Pupils are encouraged to take responsibility for Asthma Inhalers and parents are responsible for ensuring this medication is kept up to date. Inhalers are kept in class first aid boxes so they are readily accessible. Medicines are carried and administered by staff on trips and during residential visits. All information is collected from parents using the Local Authority Medical Consent Form.
- All trips or residential are risk assessed and approval must be granted by the Headteacher, Governing Body or Local Authority.

- Care plans are drawn up by the SENCO & School Nurse. Copies of Care Plans are passed on to the relevant Class Teacher, breakfast and after school clubs. and the master copy is kept in SEN records in the main office.
- Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. A number of staff are trained to administer diabetic medication. Where necessary the school seeks out relevant training to address the specific needs of pupils.
- The school has drawn up an Emergency Plan which is updated annually and shared with staff. In the case of a medical emergency 999 would be called (details of condition would be given - available in the office) and at the same time first aid administered and parents contacted.
- Most staff have received training in the use of the Defibrillator and are trained in CPR.
- Identified children can access our Pupil Support Manager for emotional and wellbeing support.
- School has good links with the physiotherapy and occupational therapy service and will refer pupils to these agencies when appropriate with parental permission. Sessions sometimes take place at school and teaching assistants will observe and continue to implement support programmes throughout the week.
- Where appropriate, school can also refer pupils, with parental consent, for counselling and can signpost parents to courses and support groups. Where appropriate and with parental consent, school can also refer pupils to CAMHS (children's and adolescents mental health services) for assessment and support.

## Communication with Parents

- How do you ensure that parents know “who’s who” and whom 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

- Induction meetings introduce key staff to parents and informs them who to contact if they have concerns.
- The website contains details of all staff currently employed by the school.
- The School has two Parents’ Evenings a year to provide opportunities for parents to discuss the progress of their child. Details of attainment and progress are provided to parents at each Parents’ Evening. A parent questionnaire is also provided for parents to record their views and suggestions.
- Class teachers are available on the playground both before and after school and longer appointments with teachers, the SENCO and/or Headteacher can be made on request.
- Parents are also encouraged to provide feedback in the form of comments on IEPs and Annual Review Advice.
- Weekly newsletters are sent to all parents.
- The School organises Open Days on an annual basis.

## 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

- Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals; for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.
- There is a School Council for pupils to contribute their own views.
- Staff value children's ideas and suggestions and the curriculum is built around their interests. Circle time and assemblies offer opportunities for pupils to share their views.
- Parents can share their opinions, thoughts and feelings at Parents' Evenings, Annual Reviews, IEP reviews (if they express a wish to do so).
- There is a named SEN Governor. The Governing Body agrees to the involvement of other agencies in meeting the needs of pupils with SEN and supporting families through termly meetings. Governors request an SEN annual report from the SENCO so that they are informed of SEN throughout school. The SENCO liaises and reports to the SEN governor.
- As a church school, there are close links with St Stephen's church. Sunday School is held weekly in the school building and parents are encouraged to become involved in this part of the life of the school. Church grants are used to support families with particular additional needs.
- A parent questionnaire is provided annually for parents to record their views and suggestions.
- There is an active PTA (FOSS) allowing parents to get involved in the life of the school.

## 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

- The Class Teacher, Head Teacher or SENCO can offer help with forms and paperwork if this is required. Appointments can be made at any time through the school office.
- There are two Community Notice boards, one on each playground, and a Parents' Information Stand just inside the main Reception area, which contain additional information of upcoming events or general useful information e.g. Drop in Centres etc.
- The school signposts parents to other agencies or sources of support e.g. IAS (SEND information and support service), Children's Centre, School Nurse, CAMHS, SALT.
- The FIND newsletter is posted on the school website.
- The school has recently held E-Safety Workshops for parents and pupils to attend.
- If a pupil required a Travel plan to get to and from school this would be dealt with by the class teacher, SENCO and Head Teacher.
- School has strong links with the Children and Family Wellbeing Service which can offer a range of early support strategies for families.

## Transition to Secondary School

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

### **What the school provides**

- Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work, whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings.
- Pupils have opportunities to visit the local High School throughout their time at St Stephen's through involvement in Cluster sports events, booster sessions, AGT events and other inter-school events.
- The school operates an Open Door Policy for new and prospective parents, encouraging and welcoming visits at any time.

## 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

- As an inclusive school setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips, residential trips etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc. We have a range of out of school clubs and activities which change from time to time all of which are available to every pupil regardless of need. In addition, after school sports clubs are offered to one year group per half term which are provided by West Lancashire Sports Partnership.
- Banks St Stephen's CE Primary School operates a daily Breakfast Club and After School club which are available to all pupils.
- Parents are given details of local school holiday clubs run by the cluster.
- There are opportunities for pupils to take part in weekly Music lessons provided by Lancashire Music Service. One year group takes part in 'Wider Opportunities', so that all pupils will access brass tuition for a year.
- Class monitors and playground leaders from Year 5 and 6 help organise and encourage lunchtime play activities and ensure that children have people to play with. The school operates a 'Zoning' initiative at lunch times. Children have a choice of a number of activities to take part in and these are planned and delivered by Lunchtime Supervisors and Year 5 and 6 Playground Leaders. Play equipment is available for pupils to use at lunch time and music is played to encourage movement.