



## **Burscough Village Primary School**

### **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies



<b>School/Academy Name and Address</b>	Burscough Village Primary School Colburne Close, Burscough, Ormskirk, Lancashire, L40 4LB		<b>Telephone Number</b>	01704 895403
			<b>Website Address</b>	<a href="https://www.burscough.lancsngfl.ac.uk/">https://www.burscough.lancsngfl.ac.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>		
	NO			
<b>What age range of pupils does the school cater for?</b>	2-11years			
<b>Name and contact details of your school's SENCO</b>	Mrs Rachel Beevers r.beevers@burscough-pri.lancs.sch.uk 01704 895403			

## Promoting Good Practice and Successes

The Local Offer gives 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.

Guidance notes for each section required on YOUR Local Offer

## 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?)

- The school (built in 1977), the layout is on one level creating easy access along wide corridors. All the teaching spaces have been individually partitioned to create neutral and distraction free learning environments. A modular type classroom has been added (2016) to the rear of the school to provide a separate nursery unit. This is DDA compliant and is well resourced. The reception classroom was added to the original layout in 1993 and includes changing facilities, with shower.
- Access to the front of the school has been improved with wide automatic opening doors, so the entrance is fully compliant with DDA requirements and the service hatch to the office has improved accessibility.
- We have a central disabled toilet for all members of the school community. We have changing facilities with a baby changing station in this area.
- There are two disabled parking bays at the front of the main entrance for easy access into the building and pedestrian paths have been widened, where possible, for access to the rear of the school and Nursery entrance.
- The school building is accessible for wheel chair users or people who have a physical disability.
- All EYFS classrooms have an outdoor area attached. Children freely access this throughout the day.
- The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, computers and interactive whiteboards installed in every classroom. Clicker, Nessy, Nessy Fingers, are all used to support the learning through adaptive teaching. GL assessment screenings are used to identify areas of need and intervention plans.

- Furniture is neutral in most classes. (Plans are in place for this to be the case in all classes) and of a suitable height appropriate to the age group of children being taught in that classroom. School colours of grey, cream and green are used in building projects.
- Resources are available for children who may need support physically. Slanted boards, footsteps, wobble boards, pencil grips, distraction boards, fidgets are all available.
- Resources are purchased to support individual needs: weighted jackets, chewelry, and beanbags.
- The school continually monitors the arrangements in place for communicating information and responds sensitively to the needs and requests of its families. Hard copies of policies or procedures are made available through the school office or via the school's website and community notice board in addition to school letters. We have social media in the form of Twitter, Instagram and Facebook, this is another stream of information for parents and members of the school community.
- All staff are trained at a basic level of Makaton to ensure we can communicate with children and parents. This is an aspect of development to support children who need support with communication.
- Office Support is available for parents who may need extra help completing forms.
- As a school we are happy to discuss individual access arrangements and
- Our website is available in different languages. We are able to translate communicate for EAL children and parents. We use google translate to support with conversations for parents and children. We have an induction pack to give to new EAL families. We can gain further/specialist support from with the EMAS. (Ethnic Minority Achievement Service)

## 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 identified through a variety of ways:

- We receive information from pupils' various schools including pre-school. We ensure we carry out an intensive induction process and conversations between professionals are noted.
- Concerns raised by parents, teachers, external agencies etc.
- Through a change in a child's behaviour or limited progress is being made or the child is performing below age related expectations. Information is recorded using class discussion meetings and all SEND information recorded on CPOMS.
- Meetings are planned with parents and support is offered at home. Triple P is a parenting support course offered sometimes within school and other times, we are able to signpost community members to other agencies/services.
- When the school identifies the need for additional intervention, to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and will be invited to school to discuss this further.
- If a pupil has been identified with special needs, an Individual Support Plan (ISP) will be written. The length of time of the intervention will vary according to need but will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. We tend to set and review ISP's termly.
- Adaptive teaching methods are used to enable all learners to access the curriculum. Children are scaffolded to be able to access learning. We have high expectations for all learners.
- Our school is currently working towards the Dyslexia Friendly Award. Our classrooms reflect good practice. All classrooms contain a visual timetable, a support resource box, coloured overlays for visual stress, and iPads/laptops with specialist programmes to support learning.
- We are currently working on the Equality award. This is a Lancashire award to, working on achieving the following equality strands.
  - Religion and belief, and Disability – 2022-2023
  - Socioeconomic and Gender and trans -2023-2024
  - Sexual orientation and Race -2024-2025
- This involved auditing our current practice, identifying areas for development and improving provision further.
- Our school provision map shows the range of interventions in place which may be used when we identify a need of additional support, (This is a record of interventions, timings, cost and impact of the intervention). This may include additional general support by the teacher or teaching assistant in the class. Teaching assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. For example, for a child with Speech, Language and Communication needs (SLCN) the teachers will plan an ISP by using targets formed from SALT reports, other children who have been identified with fine motor difficulties may receive additional support for dyspraxia, from a TA, who has worked alongside an Occupational Therapist. Early Years staff will be trained to use the WellComm speech and language programme to ensure early intervention is available in school.
- Work within the classroom is pitched at a high level so that all children are able to access through adaptive teaching.

- If a child has been identified as having a special need, they will be given an Individual Support Plan. (ISP) Targets will be set according to their area of need.
- If appropriate specialist equipment may be given to the pupil e.g., writing slopes, pen/pencil grips or easy to use scissors.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: GPs, school nurse, counsellors/therapists. Educational Psychologists, Speech & Language therapists, Occupational Therapists, Social Services including social workers, Specialist Teachers and HLTAs from LCC and advice from Specialist schools (Elm Tree or Kingsbury). Occasionally a child may need more expert support from an outside agency in which case a referral will be made, with parental consent and forwarded to the most appropriate agency; following assessments, a programme of support is usually provided to the school and parents/carers.
- Staff members have received training related to SEND. These have included sessions on:
  - Supporting children on the autistic spectrum,
  - supporting pupils with social and emotional needs
  - supporting children with speech and language difficulties. Staff have had
  - training on dyslexia and creating dyslexic friendly classrooms.
  - Staff and parents have accessed training to support ADHD.
  - BVPS staff and parents have access to Creative Education which is a library of training videos for staff and parents.
  - use of Makaton, all staff are trained at the basic level, a number of staff are trained at level 1 and a TA has had further training.
- All staff have received First Aid training.
- Our finances are monitored and audited regularly, and we utilise resources to support the strategic aims of the school as well as individual learner needs. Financial information is shared termly within the resources meeting, where further detail is needed, the School Business Manager and Finance Officer can provide an in-depth analysis of costings.
- We monitor the progress of all children termly, children with additional needs or are making limited progress are reviewed and provision put in place.
- Reasonable adjustments, in accordance with DfE access arrangements, are made for children during tests and in particular during SATs. These include where applicable, extra time, differently formatted scripts, use of different aids where applicable.

### **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**

- If a child has been identified as having a special need, we will create an Individual Support Plan with the teacher and parents. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and reviewed at regular intervals throughout the year. ISP's will be discussed with parents/carers at meetings and a copy shared. Children are placed on the SEND register.
- SEND register- we are required to provide the DFE with information about the children who are identified as SEND. The children are classified under the following headings: SEN Support and Education Health and Care Plan. There are a further 13 categories to identify the needs.
- The child's class teacher is available at the end of each day to discuss brief matters of concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.
- If a child has more complex SEND or is not making significant progress, we may apply for an EHC plan. Formal meetings will take place, with the different agencies involved in supporting the child, in order to discuss his/her progress then a report will be written.
- We can measure effectiveness of the provision by reviewing children's targets on ISP's and analysing if targets have been met, or not, where further support is needed.
- We can measure the progress that a child is making academically against national age-related expectations and establish if the gap is narrowing so they are working at a similar level to their peers. Some children may require smaller steps to be broken down, we use PIVATS to do this.
- The class teacher daily assesses each child and make notes in aspects they are improving and where further support is needed. As a school we track children's progress from entry in the Foundation Stage through to Year 6, using a variety of different methods.
- Children who are not making expected progress are identified through review meetings or class discussion meetings with the class teacher and subject leaders/ Headteacher. In this meeting a discussion takes place about why individual children are experiencing difficulty and what further support can be given to aid their progression. Resources or further advice may be sought.
- When a child's ISP is reviewed, comments are made against each target to show the progress the child has made. If the child has not met the target, the reasons will be discussed, then the target may be broken down into smaller steps or a different approach may be tried to ensure the child makes progress.
- If a child makes significant progress and is working at age-related expectation, they will be taken off the SEND register.

## 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:

- All members of the school community takes responsibility for safeguarding its pupils very seriously and the Designated Safeguarding Lead, Miss Smith, has overall responsibility for ensuring that the safeguarding and child protection policies and procedures are carried out. In her absence, Mrs Swift, Back-up Designated Safeguarding Lead will act up.
- Risk assessments are an essential part of the school's framework of safeguarding procedures which ensures that children are kept safe during and outside of the school day. These are monitored and reviewed on a frequent basis and hard copies are available through the office, certain policies are available via the school website.
- The Safeguarding and Child Protection policy outlines procedures for all members of the school community. Our Induction booklets on the school website [link](#) give guidance in a parent friendly manner. This provides information for parents picking up and dropping off children. The majority of the time, there is a member of staff on the school gate to meet and greet the children. The staff meet the children at the classroom doors. Parents and Carers identified who picks up their child and where other adults collects parents notify the school of this.
- Children attending Kids' club, before or after school, are taking or picked to and from the hall. Again, any changes in the adult picking up the child is communicated.
- The carpark attached to the school is for staff and parents/carers with a disability. There are parking areas by the school for pick up and drop off points. We ask members of the community to park considerably for the children's safety and neighbours of the school.
- A member of the SLT overview sees each lunch break in addition to lunchtime support staff who also supervise children in the play areas at lunch times. The children have many areas to play in, including a trim trail, stage, den building, activity pods and a vast field. Staff are all trained in playground games to give the children physical play. This also supports teamwork, socialising and emotional development.
- Support is available in every class, but some classes have a higher level of additional adult support if required.



- All children are able to access the curriculum fully. We will provide the necessary support to ensure all children attend school trips with reasonable adjustments.
- A Evolve risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in any activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- For any sports activities, a risk assessment is carried out prior to the fixture to ensure all children with medical conditions needs are met.
- Parents can access the Anti-Bullying Policy on the school website. One of our school values is Nurture. We deliver Personal, Social, Emotional and Health (PSHE) lessons every Monday morning to check in with the children. Each class have an additional PSHE session based on the needs of the children. The school council discuss policies and practices around Anti-Bullying. This is part of our on-going work and not just in specialist weeks or days.
- Most staff are first aid trained. If a child is hurt, they will administer first aid. If it needs a second opinion or a higher level of first aid, SLT will make the decisions.

### **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**

- We have a named member of staff (Business Support Officer) who is responsible for the safekeeping and administration of medication, this person is the first point of contact for parents when a child needs medicine administrating during the school day. The SENCO oversees all the pupils' medical records and the BSO maintains training records.
- New children starting school will have a discussion with the headteacher and/or the class teacher where there are medical considerations.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- The SENCO and Headteacher ensures that Health Care Plans are effectively communicated to staff.
- If a child has a medical need, then a care plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil or member of staff.
- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. All staff have been trained with the Trauma approach. All staff are very skilled, particularly support staff, who

provided school written, workshops to support children with emotions and feelings or self-confidence. These are run by the class TA. All staff have had training.

- Five members of staff are trained to deliver The Dog Mentor programme for children who need extra comfort and support. This can encourage the children to develop breathing techniques, assertiveness and calming strategies. The school dog, Bow, welcomes children in the morning and children can read to her.
- An onsite school councillor visits school one morning a week and works with who need further support or more specialist support.
- School has an assigned Mental Health Senior Leader on site.
- All staff have had Mental Health Training through Creative Education.
- Parents have access to Mental Health Training and support through Creative Education. We also signpost parents' information via our social media channels.
- Members of staff such as the class teacher and SENCo are readily available for pupils who wish to discuss issues and concerns. Very experienced SLT are able to provide support and referrals to other services where needed.
- Training is delivered, relevant to the pupils in school. Recently, staff have had training in EpiPen use and asthma. Mrs Howard, our school cook, is able to advise on food allergies and consideration.
- Most have completed a basic 6-hour first aid training course to deal with emergencies in school. This training is refreshed every three years.
- All staff will have completed paediatric first aid training by 4<sup>th</sup> September 2023 which is refreshed every three years.

## 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

- We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.
- We have a staff noticeboard as you enter the school building. Our school website identifies the names of the staff in school. There is a picture of all staff outside their workspace, so people know the names of the staff. We have an overview of subject leaders and roles on the school website.
- We operate an 'Open Door' policy. Parents or carers can speak to the class teachers briefly at the beginning and end of the day. A member of staff is often available on the school gate every day. If parents or carers need a

further conversation an appointment is arranged. Parents and Carers can also email any concerns to the school office or Headteacher.

- We have Open Days /Community events, parents' evenings. Effective communication is key to our partnership with parents/carers.
- Parents are invited to termly 'Come Learn With Me' sessions.
- If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns who will then liaise with the Special Needs coordinator (SENCO) as appropriate.
- The SENCo oversees all support and progress of any child requiring additional support across the school.
- Parents/carers are invited to provide feedback through formal (parent/carer questionnaires) and informal response sheets at different events during the year. These are analysed and shared with parents.
- We operate a home/school link App for parents.

### **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**

- We value the involvement of our children in the life of the school and provide opportunity for them to express their views on all aspects of school life. This is one of our curriculum drivers, Pupil Voice. This can be carried out through the School Council which has an open forum for any issues or viewpoints to be raised. In EYFS, teachers ask for children's interests and the curriculum is planned around these.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- Children and staff complete a questionnaire regarding transition, talking about things they are looking forward to and worries.
- If a child has an ISP and EHCP (Education, Health Care Plan) their views will be sought for their plans.
- Parents are invited to become involved in school life through a number of means e.g., the PTFA/Burscough Friends and Family, hearing children read and ongoing invitations to various events throughout the year.
- Our Governing Body includes a number of Parent Governors /representatives.

- The Governing body has delegated responsibility to an SEND governor who works with the Headteacher and SENCO in ensuring that the school is as inclusive. The Governors will support and challenge in their role ensuring that all children and are treated in an equitable way. They monitor and review the Accessibility policy and plan, and all other statutory policies as defined by the DfE.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. The headteacher is also able to support with a range of needs. This may involve working alongside outside agencies such as Health and Social Services or facilitating support from the family well-being service.

### **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?

- The school is committed to supporting the partnership with parents and effective communication ensures that parents can access help or advice from the school.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs.
- The school office staff and class teachers can offer help with forms if this is required.
- There is a Community Notice board which contains additional information of upcoming events or general useful information e.g. Drop in Centres etc.
- The school organises parent workshops, in the form of 'Come Learn With Me' sessions, to support the teaching of phonics, maths and English for parents and pupils to attend.
- If a pupil required a Travel plan to get their child to and from school this would be dealt with by the class teacher, SENCO and Headteacher if required.
- Where additional help is needed for the family and young person then school will contact Family Well-being team who will provide advice and guidance for families.
- Early Help can be opened and TAF meetings will run termly.
- Ed Psych meetings involve parents.

## Transition to Secondary School

### What the school provides

Many strategies are in place to enable a child's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- See our 'transition' policy for further details.
- All new children to visit the school prior to starting when they will spend time with their new teacher and be shown around the school.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Effective liaison with our 'feeder' secondary school Burscough Priory ensures that pupils especially those with SEND are well supported and the schools will adapt a programme specifically tailored to aid transition for the more vulnerable pupils.
- For pupils with SEND, we would encourage further visits to assist with acclimatisation of their new surroundings. We write social stories with the children if transition is potentially going to be difficult.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs discussed and understood.
- Sessions for children who are particularly anxious are carried out in school through an outside agency.

## 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:

- Our SEND policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
- Risk assessments are carried out and procedures put in place to enable all children to participate.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in the planning.
- We change our extra-curricular timetable of activities each term after consultation with children so we can provide a wide variety of activities for all children, these range from football, athletics, dance, well-being club, gardening club, nature club, sewing club, book and art club. A copy is available via the school's website. All the activities are run by the staff and are free or funded by the school.

- Children are supported to access clubs outside of school, for example, Beavers and Rainbows. The SENCO supports outside organisations to ensure all children can be included. At times, leaders will need support on specific needs, this is available.

## Feedback

- How can feedback be given, state options available i.e. website, telephone, email
- What will happen once feedback received
- How you will respond to feedback

Parents can give feedback via discussion website, telephone or email.

<https://www.burscough.lancsngfl.ac.uk/>

01704 895403

Please see email addresses:

Headteacher - Miss A Smith [head@burscough-pri.lancs.sch.uk](mailto:head@burscough-pri.lancs.sch.uk)

Deputy Headteacher - Mrs L Swift [l.swift@burscough-pri.lancs.sch.uk](mailto:l.swift@burscough-pri.lancs.sch.uk)

SENCO Co-ordinator - Mrs R Beevers [r.beevers@burscough-pri.lancs.sch.uk](mailto:r.beevers@burscough-pri.lancs.sch.uk)

School Business Manager - Mrs V Newsome [bursar@burscough-pri.lancs.sch.uk](mailto:bursar@burscough-pri.lancs.sch.uk)

Parents are encouraged to discuss their feedback with the class teacher initially. Following this a member of SLT or the Headteacher may respond to the feedback, queries or concerns.

If parents or carers are still not satisfied with the response, there are able to follow the school complaints procedures. These can be found on the school website.