

Special Educational Needs and Disability Local Offer

Name of school: Carleton Green Community Primary School

Address: Arundel Drive
Carleton
Poulton le Fylde
Lancashire
FY6 7TF

Telephone number: 01253 891228

Website address: www.carletongreen.lancs.sch.uk

School number: 02/003

Does the school specialise in meeting the needs of children with a particular SEND?

No

What age range does the school cater for?

Age 3 to 11

Name and contact details of the SENDCo

Miss A Parker
Email: a.parler@carletongreen.lancs.sch.uk
Telephone: 01253 891228

The local offer gives school the chance to showcase good practice around supporting children with SEND.

Accessibility and Inclusion

What the school provides

Carleton Green Community Primary school is a larger than average sized primary school with 328 children on roll as at September 2023. The school occupies a large site and is mainly on ground floor level with the exception of three classrooms and an office on the first floor. As a one and a half form entry school we have three mixed age/mixed ability classes in each of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These mixed classes enable us to be fluid when placing children with physical difficulties, moving classrooms as appropriate to ensure access.

The school has two disabled parking spaces at the front of the school as well as a disabled toilet facility with a shower.

The school website is a good source of information for parents providing details of policies and procedures. These are also available in paper format upon request.

We aim to develop partnerships with every parent/carer in the education of their child and operate an open-door policy whereby parents/carers are encouraged to come and speak to us regarding any concerns that they may have.

Meetings are organised upon joining Carleton Green with new parents to help build relationships. This allows any information to be shared. Class teachers aim to ensure that information is passed to parents, and senior management work hard to build a rapport with parents who may need extra support.

We have the same high expectations for all children and have an inclusive learning environment that matches the needs of all of our children. We strongly believe in tailoring our teaching and learning to meet the needs of all of our pupils and our provision is accessible to all pupils regardless of age, gender, race and disability. The provision that is put in place evolves on a 'needs' basis. We make use of the resources available in school and may use visual aids and timetables when it is necessary. Specialist equipment is generally supplied in conjunction with the Occupational Therapy service, presently we have specialised toileting provision, chairs and standing frames.

Staff carry out physiotherapy, speech and language interventions and have access to a wide range of CPD opportunities to ensure the inclusion of all children.

Teaching and Learning

What the school provides

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Our tracking system, Sonar, allows our staff to see where children are in their learning and teach to the individual child's needs. The identification of SEND is built into the overall approach to monitoring the progress and development

of all pupils. In most cases, pupils are only identified as having SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and interventions.

We use Sonar to track the learning of every child in our school and this is used to inform our planning for each child using live data. Children are assessed half termly against national expectations and this informs our discussions at pupil progress meetings where we can look at the provision in place and usefulness of any targets set. This also means that the progress of pupils with SEND are tracked in the same way as everyone else in school with PIVATS being used for those few children who are making small steps of progress.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If additional support is required targets and any provision are included in the class teacher's planning or are included as part of more personalised timetable. If children do not make progress this will be discussed with the SENDCo and class teacher and the strategies may be adapted or a different approach tried along with seeking advice from external agencies.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

LSA's are used to provide classroom support, as well as deliver targeted interventions. Strategies to overcome learning barriers are used to encourage independent learning, and the SENDCo is able to support staff and pupils, as required.

Children are fully included in all aspects of the school curriculum including extra-curricular provision and school visits.

We have a team of Learning Support Assistants, who are trained to deliver SEND provision. We have LSA's who are trained in physiotherapy and speech and language. One of our LSAs has undertaken Counselling Training and has now qualified.

All staff including LSA's receive regular CPD training on a needs basis and school works with a number of agencies to support pupils with SEND such as Speech and Language, Occupational Therapy, Educational Psychologist, School Nurse, CAMHS, Children's Social Care, Paediatrician, Short Stay Schools and Specialist Teachers.

During tests and SATs, readers are available, and also scribes in appropriate instances.

Reviewing and Evaluating Outcomes

What the school provides

For those children with Educational Health Care Plans, reviews are held annually, or earlier where required.

Children on SEN support have a SEND Support Plan

The Headteacher tracks the progress of all children including those identified as having a special educational need or disability using Sonar or PIVATS if the progress markers are smaller. We also use information that may be gathered through learning walks, looking at the work completed by our pupils as well as through discussions with colleagues, parents and pupils.

Data is updated constantly on Sonar and is analysed on a half termly basis. Pupil progress meetings are carried out on a half termly basis. This enables us to look at the effectiveness of our provision, make any adjustments that may be necessary and set targets.

If interventions are required these are discussed with parents. Children are assessed at the outset and then at the end of a half term/term to look at the effectiveness of that intervention.

Interventions and plans are monitored by the SENDCo to ensure that the provision meets the needs of the children.

The relationship between school and families is very important, and the communication between the two ensures that all parties have the information needed.

Keeping Children Safe

What the school provides

We have a large number of risk assessments in place that are reviewed on a five yearly basis or earlier as required. For specific activities/events the Headteacher will carry out a risk assessment.

Access to our school is via three gates. These are opened at 8.45am and locked at 9 am and re-opened at 3.20pm and locked at 3.40pm. This is to allow children to be dropped off and collected at the beginning and end of the school day. Teaching staff and the Learning Mentor are on hand at the start and end of the day to ensure a smooth handover for all our children with a brief opportunity to share any relevant information.

Appointments can be made to speak to class teachers at any point in the school year with two parents' evenings scheduled. These are carried out online. The first is held in the Autumn Term and the second takes place in the Spring Term.

At the end of the school day, children are released by the class teacher to their parent/carer. Parents/carers are not permitted to enter the school during drop off or collection unless accompanied by a member of staff.

Entry to school at all other times is via the front office. All visitors must sign in on our electronic system and DBS checks are routinely carried out. Children arriving after the start of the day or leaving before the end of the day are required to sign in or out on the electronic system.

Children accessing breakfast and after school club are in a secure environment with access only by the front door. There is a doorbell, and a member of club staff will escort parents/carers and children.

Children accessing extra-curricular clubs will be collected from the front door and will be released to their parent/carer by the member of staff running the club.

There are several staff out on duty during all breaks and at lunchtimes to offer support where needed. Those children who have one to one support may also have that support continued during breaks and lunchtimes where necessary.

Health (including Emotional Health and Wellbeing)

What the school provides

All medication is retained in the school office. Parents/carers will complete the relevant paperwork detailing how this is to be administered by school staff and a log of this is kept. Inhalers will be retained in the classroom for ease of access and school has an emergency inhaler, which can be used in circumstances where an inhaler may have run out or has been left at home. Parents/carers will sign to give authority for this to be used in an emergency.

Healthcare Plans may be required in some instances and these are drawn up in a conjunction with parents/carers. The plans are displayed in the staffroom and school office and a class copy is retained in the classroom. In the case of an emergency, we follow the care plan, call 999 if appropriate and contact the parents to inform them of the school's actions. Plans are reviewed annually or earlier if required.

The school nurse provides training (asthma, epipen etc.) at regular intervals and is available for discussions with staff at any time.

We have many staff who are first aid trained and this is updated regularly. There is always a member of staff on duty at lunchtimes to administer first aid. School has a defibrillator in the staffroom and staff have been trained in its use.

Our pupils currently access a range of services, including Occupational Therapy, Sensory assessments, Physiotherapy and Counselling. Speech and Language programmes are followed in school. Staff have been trained in how to meet the needs of the children accessing these services.

We have a trained Learning Mentor in school who is accessible to pupils at all times of the day.

Communication with Parents

What the school provides

We have an extremely informative school website, which has photographs of all staff who work in the school and their role. Full details of our Team are also on display at the entrance to the school and staff wear lanyards with ID badges to identify themselves.

Email addresses are provided and parents/carers are aware that the first point of contact for any concern is the class teacher, followed by the phase leader and ultimately the headteacher. Weekly newsletters are put on to dojo, with paper copies being available on request.

We value parental engagement and therefore operate an open-door policy wherever possible. However sometimes appointments will be necessary and these will be made as soon as feasibly possible.

Senior Leaders are regularly present on the playground. Feedback is always welcome and can be in person or via email. We issue parental questionnaires with our school report.

Parent's evenings are held in November and February with interim reports at Christmas and Easter and a final report in the Summer. For those children who have a Send Support Plan this will be discussed with parents/carers on a termly basis.

Our Early Years setting offers Stay & Play sessions for parents at induction. We have open afternoons across the school each term where parents/carers are invited to join the children in an afternoon activity.

There are regular PTFA events throughout the year.

Working Together

What the school provides

We have an established School Council which is actively involved in decision making within school. Along with the PTFA they also decide the fund-raising direction for school for that year. Pupils also complete the Pupil Attitude Questionnaire.

Parents have the opportunity to talk to staff and attend events focusing on aspects of their children's learning e.g. EYFS curriculum.

Questionnaires are completed to ensure that parents are consulted and any suggestions are discussed. Ofsted's Parent View is also accessible to all parents. Parent Governors are elected when a vacancy arises.

A SEND governor is also nominated (Mr A Walker) and he holds regular meetings with the SENDCo. This includes discussions regarding support, interventions and outside agencies.

Home/ School agreements are drawn up when joining school and the Carleton Code is explained.

We encourage parents to volunteer in classes, and support children in reading and learning activities.

We welcome input from all outside agencies.

What help and support is available for the family?

What the school provides

We are always available to support our parents when completing forms and paperwork and actively encourage this engagement.

We offer an open-door policy wherever possible. However sometimes appointments will be necessary, and these will be made as soon as feasibly possible.

An Early Help Assessment (EHA) form may be completed in some cases by school and other agencies. This is an assessment and planning tool, which is used to gather information about children and families in one place to help the family to decide what type of support, is needed.

Alternative access arrangements to the school building can be made if required.

Children are encouraged to walk, with access available at differing points onto the site.

If transport is required school will liaise with Lancashire County Council transport team and assist in completing paperwork.

Transition to Secondary School

What the school provides

On transition to High School, we will share information with the school the pupil is moving to. All pupils have a period of transition before moving to High School and additional transition visits are planned for those children who have special educational needs and/or disabilities. Our Learning Mentor is also on hand to assist with any worries or fears.

Comprehensive transfer forms are completed by staff, including LSA's who know the children well. Those children with Educational Health and Care Plans have a transfer review, with extra visits to the secondary schools arranged where necessary. SENDCo, Learning Mentor and class teachers visit high schools to discuss individual cases. Parents are also welcome to discuss any anxieties they may have.

Extra Curricular Activities

What the school provides

Breakfast Club runs from 7.45am providing breakfast and activities. After school club runs until 5.30pm and provides a snack.

There are a variety of extra-curricular clubs which are mostly free although some are fee paying activities. The cost of these clubs is dependent upon the outside provider and, in some cases, the funding school or individual children receive. All clubs allow access to all children on roll. Clubs are made aware of the needs of the children who wish to partake. Consent forms, including any medical requirements are completed and information is shared.

The school's ethos is that of a friendly, tolerant school, where difference is seen to be good. Children are encouraged to work in different groups and older children are encouraged to volunteer for lunchtime duties in the lower school playground, to demonstrate friendship skills and encourage children to play together.

A holiday club is run by Fleetwood Town FC in school and they also provide coaches to promote active playtimes.

Feedback

What is the feedback mechanism?

Feedback is always welcomed by either telephone, post or email head@carletongreen.lancs.sch.uk. We will aim to acknowledge receipt within 2 working days however sometimes this may not be possible. We will either respond by email or may request that you come into school to have a meeting.