



**SEN and Disability
Accessibility Plan and Local Offer**

Catforth Primary School

School Lane

Catforth PR4 0HL

School No: 06/040

Accessibility and Inclusion

The school was opened in 1875 and has been extended over the years. The school is on two levels with staff facilities and storage available on the upper level. All classrooms and teaching areas are on the ground floor of the school and there are no steps within this area.

The main front entrance to school and the playground entrance are ramped to provide sloped access for people using mobility aids and are wide enough to give wheelchair access. The entrance to class two is level.

The outdoor area is accessible from the front or the back of school with no steps making playtime or outdoor activities accessible to all.

The staff car park is at the side of the school and reached through a double gate. Visitors with poor mobility would need to ring the office for assistance with the gate. Whilst the car park has no specific disabled spaces the layout is such that it should be easy to park within an accessible area.

A toilet suitable for people with limited mobility or a wheelchair user is available. Furniture is at a suitable height appropriate to the age group of children working in the classroom. Interactive whiteboards are available and pupils have the use of laptops.

Information about the school is available on the website and this is updated regularly. Policies and procedures are available here or in printed form from the school office. A school prospectus is given to all prospective families and this can be made available in large print on request. A noticeboard outside school updates important information. Pupils have a book bag which is used to transport notes for parents.

The school staff also use text messages to communicate with parents. The schools uses Class Dojo to communicate with families also.

Teaching and Learning

Class teachers continually monitor the progress that children are making with their learning. This is monitored using trackers, end of teaching block assessment and day to day observation. Before any intervention is made parents and the child are asked to input their feelings. The class teacher and the parents would agree short term targets and interventions and set a date for monitoring. The school SENCO would be informed that a pupil is having some difficulties.

If progress is not made the class teacher, parents and SENCO would complete an 'Initial Concern' form and request further assessment from a relevant professional e.g. specialist teacher, educational psychologist, speech and language therapist, CAMHS, physiotherapist etc.. Early identification is vital and outside agencies can help with advice on the provision of intervention strategies.

A differentiated or individual curriculum may be put in place.

Input is monitored using an Individual Education Plan (IEP) set termly and monitored weekly by the class teacher and termly by the SENCO. If a target is reached new targets can be added before the end of a term.

All input and targets grow out of evidenced assessment and work towards specific outcomes. Provision Maps record the type and duration of the intervention.

Parents are invited into school each term to be involved in setting the targets and

sign each one to show their agreement and cooperation.
For pupils making very slow progress PIVATS are used to monitor and celebrate smaller steps of progress.
During formal tests and SATs pupils can have access to a scribe or reader (if that is normal use within the classroom). Pupils with a EHCP have 25% additional time and pupils requiring breaks and those using a scribe or reader work in a separate room. The school's own tracking system and PIVATS are used to track pupils progress and provide data for pupils receiving Pupil Premium and SEND funding.

In the classroom we are able to provide support for children by ensuring that staffing is sufficient to ensure the correct level of support without making children dependent. If pupils require support at break or lunchtimes this is also put in place. Support staff are encouraged to access training and whole school training is also given during INSET.

Reviewing and Evaluating Outcomes

Reviews of progress and planning for the year ahead for pupils with a Statement of Educational Need or an Education Health and Care Plan are held in school annually. Parents and all professionals involved are invited to attend or contribute. The targets set at this meeting are used to inform IEP planning. Pupils contribute to their review as appropriate and may also attend for part or whole of the meeting. IEPs are reviewed and updated termly.

Parents are welcome into school to meet with staff by arrangement.

Pupils' progress is monitored throughout the school using the school's own tracking system and pupils with SEND are also monitored using provision mapping or through PIVATS as well as National Curriculum Guidelines.

IEPs are monitored and evaluated termly and new targets set. Class provision maps are updated and evaluated termly.

Keeping Children Safe

All staff working in school are required to have clearance to work with children.

Visitors to school are accompanied by a member of staff.

The school grounds are fenced and kept in good repair.

The Head Teacher carries out a Health and Safety Audit in school and grounds as required.

Pupils with a specific need have a Risk Assessment carried out by the Headteacher who may seek specialist advice for an environmental audit. Once a Risk Assessment is put into place it is made available for all staff and displayed in the appropriate classroom and the staffroom.

If required a handover of a pupil can be made by the teaching assistant or class teacher to the appropriate parent or carer.

Road parking is available outside school and the car park gates remain closed from 8-40 am until 3-30 pm to ensure the safety of children arriving at school.

Lunch breaks and playtimes are supervised by school staff who can provide additional support at these less structured times for named pupils.

All policies, including the anti-bullying policy, are available on the school website and school holds anti-bullying workshops for parents and children annually.

Health (including Emotional Health and Wellbeing)

Parents who require medicine to be administered in school must sign a form giving authorisation. Medicine is stored securely whilst in school. The form contains a tick box giving details of administration. A copy is sent home with the medicine.

Teachers and parents work together to draw up Care Plans if needed. The school nurse or other professionals may also be involved. New Care Plans are shared with staff at the weekly staff meeting and a copy is also kept in the pupil file. These are updated yearly or on request as needs change.

All support staff receive up to date first aid training to ensure they are familiar with the actions required in an emergency. Emergency contact numbers are available in the school office.

First aid boxes are kept in school and are checked and re-filled regularly. A record of first aid provision is kept and parents advised of any input.

Pupils with inhalers keep their inhalers in their classrooms in a named medical bag. Parents are informed if they need additional inhaler use. Pupils making regular use of an inhaler have a Care Plan and are supervised by an adult who records the use.

Liaison with health professionals is valued and the school nurse, speech therapists, community paediatrician, OT and physiotherapists support school as required.

Communication with Parents

On joining school families are provided with a prospectus giving details of school life including a 'who's – who'. Parents of pupils joining the EYFS class also have a specific booklet with the photographs of staff working with their child.

School staff are available to speak briefly with parents at the beginning and end of the school day and longer meetings can be arranged with the appropriate staff.

Parents are kept informed of their child's progress at parents' evenings held in the Autumn and Summer terms and a written report is sent home at the end of the Summer Term.

Some pupils may have a home-school book in order to liaise more closely. This is used for pupils with poor communication or memory skills or for those working on specific targets which may impact on home and school.

Parents are invited to discuss IEP plans in order to work together at a relevant level and pace.

A Parental Questionnaire is sent out Annually in the Autumn Term at the parents' evening.

Working Together

The School Council meets every few weeks and children are encouraged to suggest ways in which school can be improved and how they can be involved in this.

Parents can make an appointment to talk to the Headteacher or the school staff as required. They are encouraged to attend the two parents' evenings and to make a written response to the End of Year Report. Pupils are also encouraged to make a response to their progress.

Pupils and parents are seen as valuable partners in setting Annual or termly targets at formal or informal meetings.

Parents can become involved with the Catforth PTA, which is very active. They can also become part of the Governorship of the school.

A home-school agreement is in place to outline what school will provide and what is expected from the pupils and their families in order for good progress to be made.

What help and support is available for the family?

If parents require help with completing forms and paperwork they can approach any of the school staff. Some parents feel happier with staff they know well.

A noticeboard outside school is used to display information about local services.

On request parents can be sign-posted to the appropriate agencies to meet their need.

Should the family of a child need a travel plan in order to get to and from school the Headteacher is able to help with this.

Transition to Secondary School

Parents are kept informed of all the local High School Open Days and parents of Year 5 and 6 pupils are encouraged to attend.

At the year five Annual Review meeting parents are encouraged to visit as much varied provision as possible in order to make an early decision on High School preference. In this way paperwork for pupils applying to specialist provision can be prepared for Panel.

Once places are allocated there is usually a comprehensive transition programme and liaison with and visits by High School staff as well as visits to school.

Parents of pupils with additional needs have a meeting with the SENCOs from the High School and Catforth School in order to ensure that provision is in place before transfer. SEND paperwork and Provision Maps are made available to the receiving school.

In cases where pupils require extra visits, school staff can accompany the children and do extra work to prepare for the move. Pupils often make a photo album to refer to during the long summer break.

Extra Curricular Activities

The Breakfast Club opens at 7.45am and is available to all children. There is an hourly charge. From 8-30 am children can attend Toast Club for which there is also a charge.

The After School Club runs for 2.25 hours after school and is charged hourly.

Current charges can be requested from the school office. During the summer holidays, school can signpost families to sports/activity clubs that run in the area.

Year 5 and 6 children are trained to organise lunchtime games for different age groups. This is supervised by teaching assistants.

Lunchtime and after school activities are arranged during the year and have covered sports and craft activities. Most clubs are free of charge but occasionally a charge is made for materials.

All pupils are informed of the times and dates and clubs.

Pupils who find friendships and interacting difficult are encouraged to join clubs and can be offered a 'buddy' or additional adult support if needed.

Feedback

Pupils' completed work has a 'comment' from the class teacher.

The staffing level within classes means that adults are accessible to the pupils.

Pupils are asked to reflect on the learning objective of the lesson.

At Annual Review or EHCP meeting the pupil would complete a Pupil Views form either independently or with a scribe or the pupil can draw his response to school.

Feedback to parents is regular and parents can be contacted by text.

Parents are asked to complete a feedback form at parents' evening and this is scrutinised by the Governors.

Staff receive feedback at weekly staff meetings.