



**SEN and Disability**

**Local Offer:**

**Coppull St John's CE Primary School**

Mainstream School.

April 2019

<b>School/Academy Name and Address</b>	Coppull, St. John's C.E.P. Preston Road, Coppull, Chorley, PR8 5DU		<b>Telephone Number</b>	01257 791403
			<b>Website Address</b>	<a href="https://www.st-johns-coppull.lancs.sch.uk/">https://www.st-johns-coppull.lancs.sch.uk/</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	No	Yes	Although we have no specialism as such we are very experienced and have supported a number of successfully who have had a wide variety of special needs such as Speech and Language; ASD; MLD; hearing impaired and some physical impairment.	
	X			
<b>What age range of pupils does the school cater for?</b>	4-11 years			
<b>Name and contact details of your school's SENCO</b>	Mrs L Marston Senco@st-johns-coppull.lancs.sch.uk			

## Accessibility and Inclusion

### What the school provides

- Although the school is over 130 years old it has been made wheelchair accessible and by modifying the use of classrooms wheelchair users can access all the areas they need while in school. The ramp is situated just outside class 3 and is clearly visible. We do not have specifically marked parking spaces but there is the flexibility to access the main entrance by parking immediately at the side of the entrance.
- We do have a disabled toilet and there are some support bars in the main toilets.
- All health and safety signs have been adapted for those who may be visually impaired.
- Policies and information are available from the school office and the school website.
- Fortnightly newsletters are sent out to families via e-mail.
- School also operates a text messaging service.
- We can make information available in larger print.
- We would seek additional support for families who have English as an additional language and our information can be made available in other languages.
- Parents with additional needs are dealt with sensitively on an individual basis.
- In EYFS and Key Stage 1 displays and signs also include pictures and outlines of equipment.
- Essential information such as fire exits are labelled in braille.

- Toilets are labelled clearly with words and pictures.
- Toilets and sinks are child friendly and at varied heights and sizes.
- Table sizes are varied within some class rooms.
- Specialist equipment such as blocks for feet rests; specialist chair for children with back problems; writing slopes, pencil grips; different sized pencils; specialist table lighting have been made available in the past and can be easily sourced if individual children require them
- The school has a number of Ipads that may be used by individual children.
- If children require specific specialist equipment we can, at reasonable cost, acquire equipment when required.
- Classroom furniture can be rearranged to meet the specific needs of children.
- Each classroom has access to a Busy Fingers box to help with anxiety, stress, lack of concentration and can be used to help improve fine motor skills.
- The school has a fully accessible ICT suite.
- Within the classrooms all resources are labelled with words and pictures where appropriate.

## Teaching and Learning

### What the school provides

- Early identification is crucial and the classroom teacher will inform parents at the earliest opportunity to alert them to concerns and enlist their help and active participation.
- We aim to identify individual needs as soon as we can. In order to do this we have implemented a system that involves class teachers; parents and support staff.
- We have a number of very experienced support staff who have a very positive impact on the children in their care.
- We liaise with external agencies and ensure that access to the full curriculum is available for all children irrespective of their individual needs.
- A number of our TAs have completed Speech and language training and have worked closely and successfully with parents and families.
- We liaise closely with nursery providers and before children start school we ensure that all available information is shared with school so that we can make sure that support is available from the start of school.
- Early concerns are identified and strategies are implemented by the class teacher.
- Strategies are monitored on at least a half termly basis and if there is no improvement other strategies including in class support are implemented.
- If further intervention is needed we seek advice and support from external agencies, including specialist teachers; counsellors; health workers; speech and language therapists; specialist resources and support from educational psychologists.
- At all stages parents are informed and regularly updated of any changes.
- Each child has an individual education plan which is reviewed half termly.
- If a child has a particular medical need e.g. asthma, a detailed care plan will be drawn up in consultation with the school nurse, parents and other medical personnel.

- All teaching staff and TAs have received first aid training and staff in EYFS have received paediatric first aid training too.
- The school also operates a daily nurture group. Children included in the nurture group are monitored regularly and participation in the group is dependent on the individual child's need.
- Teaching and support staff attend training to help provide excellent support for all the children.
- The headteacher has the national SENCO award and the SENCO is currently completing the national award.
- The SENCO attends regular termly updates.
- A number of TAs have attended speech and language training.
- A member of staff has had many years' experience working with ASD children.
- Provision mapping is used to identify children and the support they have received.
- During SATS, if necessary, we can provide 1 to 1 support for children who have an EHCP.
- Teaching staff operate with Quality First Teaching and work through learning barriers whether this is using additional resources or by modifying what they see/hear. If necessary, a child may require additional support and an Independent Learning Plan will be created by the class teacher and this will be shared with parents. This pupil will receive 1:1 support in regards to their needs.
- Teachers differentiate within the classroom and provide a range of teaching styles to support all learners e.g. visual, auditory and kinaesthetic.

### **Identification and Assessment Arrangements**

Information on pupils commencing school will be sought from:-

- Parents – information is gathered during pre-school visits.
- Health Agencies
- Social and Welfare Agencies
- Nursery – the SENDco liaises with the feeder nursery to discuss admissions. Nursery transition reviews are also attended.
- Class Teacher/Support Staff (e.g. Welfare Assistant, School Nurse)
- Special Needs Co-ordinator
- Previous head teacher

This enables us to be aware of any new pupils identified as having special educational needs, so that appropriate arrangements can be made in advance of their admission.

The school places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

Within our school we consider assessment to be central to our planning for all pupils. It is through assessment that we are able to:

1. Analyse children's learning difficulties.
2. Clarify children's needs for different approaches and resources.
3. Provide for those needs whilst continually assessing the child's progress.

Assessing special needs is not an end in itself but a first step to understanding and providing for the child's needs and monitoring their progress. Particular use is made of:

- EYFS Profile
- PIVATS
- Continuous teacher assessments.
- SAT's
- Standardised tests in reading, comprehension, spelling, maths etc.

The SENCo liaises closely with the Assessment Co-ordinator to analyse data and individually track pupils experiencing difficulties. Standardised scores are used to inform the school of pupils who may require early intervention strategies.

### **Staffing**

Each class is supported by at least one teaching assistant.

Where the Special Educational Needs Disability are greatest additional teaching assistants are employed.

All children with an Education Health Care plan have access to a Teaching Assistant. The number of hours they are allocated depends on each child's level of need as identified by the LEA in their EHCP.

The school employs additional specialist teacher support and advice through the Inclusion and Disability Support Service when appropriate eg for children with Visual Impairment, Hearing Impairment, Physical Disabilities.

The deployment of staff is regularly reviewed to ensure the needs of all the children are being met.

### **Training**

Regular planned In-Service training takes place for both teachers and teaching assistants. Eg Working with children who have ASD, Tailored Interventions for KS1 and KS2, Speech and Language Therapy support.

The SEN co-ordinator attends as many suitable courses as time and finances will allow and cascades information to colleagues.

### **Arrangements for tests/SAT's**

All children participating in tests/SAT's are prepared for what will happen well in advance. If required, permission may be requested for children to have support with writing and or reading during the test/SAT's. All measures are put into place to make this process as comfortable as possible and stress-free.

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

- The school operates an open door policy and we encourage all parents and carers to come into school and meet with us at any time.
- Regular reviews are held within school to discuss complex needs or an EHCP.
- Each term Individual Learning Plans are shared with parents and there is an opportunity to discuss the plan during termly parent's evenings. All ILPs will be monitored weekly by the teaching assistant and class teacher and new targets will be set as soon as it is appropriate. They will be formally reviewed and evaluated each term. Parents, pupils, class teacher and TA will be involved with the discussions and developing new plans.
- Regular TAF meetings are held within school.
- Annual review meetings are held for children with an EHCP. Six monthly reviews are held for children with an EHCP in EYFS. Parents contribute to and take part in all review meetings. Pupils take a key role in these meetings. All relevant staff will participate in reviews.
- Detailed termly reports about SEN are presented to the governing body and the SENCO meets the governor with SEN responsibilities each term.
- The SENDco's liaise closely with the Assessment Co-ordinator to analyse data and individually track pupils experiencing difficulties. Standardised scores are used to inform the school of pupils who may require early intervention strategies.
- Throughout the school, children's progress in maths and English is formally assessed every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.
- The school's provision map is compared with the progress of the children. Progress is measured in different ways, depending on the needs of the child. For instance, this may be through formal or informal assessments before and after a programme of intervention, or through observation of a child's interactions with their peers. A range of analytical tests may be used to monitor SEN issues, enabling targets to be broken down into smaller steps. Examples include WRAT, WRIT, PIVATS. If progress is not as good as expected, the type of support is changed and adapted until progress is improved.

## Keeping Children Safe

### What the school provides

- All staff are involved in risk assessments.
- The SENCO is involved in completing risk assessments within school along with the Safeguarding Lead.
- TAs complete risk assessments for tasks when working with individual pupils.
- Any educational trips will be risk assessed by trip organisers and shared with EVC and parents.
- In reception parents are encouraged to bring the child into the classroom during the Autumn Term.
- In other year groups children can be left in the playground supervised by the staff on duty.
- Local car parks are made available for parents to use at the beginning and end of the day.

- A member of staff is on the playground at 8:45 to help welcome the children into school. TAs are available to supervise individual children if this is required.
- All children are supervised as they leave school to ensure safe handover. Year 6 children are allowed to make their own way home, providing this intention is made clear to school and that they return straight away if the person collecting them is not present. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).
- During break times the children are supervised in all areas of the playground by teachers, TA's and at lunchtime welfare staff, a TA and a member of the SLT is available.
- Every class has additional adult support. The amount of support depends on the needs of the children.
- The school has an Anti-bullying policy which can be accessed by parents on the school website
- In accordance with legislation, the school has a Designated Senior Lead (DSL), Samantha Abram and deputy DSL, Laetitia Marston who deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training.

## **Health (including Emotional Health and Wellbeing)**

### **What the school provides**

- It is the school policy not to administer medicines unless there are extreme circumstances.
- General medication such as pain killers and anti-biotic must be administered by the parent or a specified adult. Staff will not administer these medications.
- Care plans drawn up in consultation with the school nurse and any other medical personnel are shared with the relevant class teacher and support staff. Master copies are kept in the headteacher's office.
- All staff have had training in how to administer an Epi-pen. Epi-pens are kept with the child at all times e.g. in the classroom or with welfare staff during lunchtimes.
- All medication will be kept in a locked drawer in the main office.
- All medicine that need to be kept refrigerated will be kept in a sealed container in the fridge in the staff room.
- All staff are first-aid trained. EYFS staff also have up-to-date Paediatric First Aid training.
- In a medical emergency the school would ring 999 and ring parents.
- If a child has a specific need we try to ensure that TAs are appropriately trained via IDSS; Learning Excellence or through national training bodies.
- Children and parents can access on site at specified times the outreach
- School operate a nurture room which is available in the mornings to pupils who have either been identified or require emotional support.
- The 'Den' is available to help pupils to deal with anxieties and staff. It contains sensory toys, a sensory tent. Resources are available to help with loss or anger.

- Two members of staff are trained in Lego Therapy.
- School also accommodate for extra provision at unstructured times whether this is outside during play time or if it is a more structured approach such as board games inside.
- Pupils, with the parents/carers consent, will be referred to agencies such as Child Action North West to help with counselling.

## **Communication with Parents**

### **What the school provides**

- The school brochure and school website include information about staff in school.
- Photographs of all the staff are in the school entrance.
- We operate an open door policy for parents.
- Parents are informed of progress via their child's in ILPs; termly parents meetings and target sheet updates that are issued each term.
- Annual review meetings are held and six monthly annual review meetings for children in EYFS.
- The school has an open day in the autumn and open mornings to look at specific areas e.g. maths
- Parental questionnaires are sent out on an annual basis and regular fortnightly newsletters ask for parents views from time to time.
- Parents are informed using text messaging.
- Newsletters are sent by e-mail and made available on the school's website.
- Staff are available to speak to parents at the end of the day.

## **Working Together**

### **What the school provides**

- The school has an active school council.
- Children are encouraged to share their ideas and thoughts through suggestion boxes, concerns boxes and circle time.
- We ask for feedback from parents during parents' evenings; at annual review meetings; via newsletters; parental questionnaires; PTFA and parent's suggestion boxes.
- We encourage parents to come into school as volunteers and join the PTFA.
- Parents are valued members of the Governing body and when vacancies arise we hold elections.
- The school liaises with external agencies and believe it is a vital aspect of the child's development that the child's needs are accurately identified and then given the most appropriate support that is available.
- Home school agreements clearly indicate how the school will work in partnership with the family.



- All children with special educational needs have annual reviews or six monthly reviews if in EYFS.
- We consult children's views through subject co-ordinators.
- Annual parental questionnaires are sent out to all families.
- Parents are also asked about their views through our fortnightly newsletters.
- Parents are invited to attend special events in school eg. class assemblies, sports days, end of term Praise Assembly.

## What help and support is available for the family?

### What the school provides

- The SENCO and school bursar offers parents support in completing forms or access to ICT to allow parents to complete on line applications.
- The school works closely with the children's centre and agencies such as the school nurse.
- School can access counselling via a number of external agencies.
- Advice can be accessed via the parental support group and the children's centre.
- School will also support parents in completing the required paperwork or help parents access other expertise to support claims for items such as travel plans.
- All policies and information for parents can be accessed via the school office or on the school website.
- Information re local activities and services are displayed in the entrance of school.
- FIND newsletter and other local SEN events are posted out to relevant people and they are advertised on the school website.
- There is a number of agencies available to help support parents/carers and this is done through the Lancashire Local Offer <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/> such and through the Children and Family Wellbeing Service. For example Domestic Abuse.  
[www.lancashirechildrenstrust.org.uk](http://www.lancashirechildrenstrust.org.uk)

## Transition to Secondary School

### What the school provides

- We liaise closely with the local high schools.
- Children meet pastoral staff before the end of the Summer term in the primary setting.
- Activities organised by local High schools are attended by all children in our school.
- Written information provided by the High schools is distributed throughout Y6.
- Open evenings are advertised within school and parents are encouraged to attend.
- Bridging units in Science and Technology have been devised for use with Y5 and Y6 in the High school setting.
- Past pupils have visited school and addressed any questions/concerns the Y5/Y6 children may have.

- SEN staff from the local High schools are invited to transition meetings and the Summer annual review meeting.
- Additional school visits are arranged for children with SEN.
- In the past, additional visits to the High schools have been arranged for individual children accompanied by their TA.
- Y6 teacher communicates with the children and their parents about transition to High school.

## Extra Curricular Activities

### What the school provides

- The school has a Before and After school club that is fully inclusive.
- All children are encouraged to take part in lunch-time and after school activities and these include ICT club; sewing club; art and craft club; chess; singing; cross country; football; rounders etc.
- There are also clubs that are organised by external agencies that are fully inclusive and these include cricket; cheer leading; fencing; judo; tri-golf; tag rugby; netball ; guitar and recorder. Some of these clubs are subsidised by school and others full payment is made by parents.
- In some circumstances TAs or teaching staff accompany individual children or adaptations are made by the club organisers to meet individual needs.
- Children are encouraged to make friends and settle in to school by pairing them with older children for the first few weeks of school.
- Our playtimes are mixed ages as we encourage the older children to look after the younger children.
- The school nurture group is also used to encourage and develop children who lack self-confidence.
- During playtimes equipment is available for use and the older children act as playtime PALS.
- Y2 and Y6 buddies are on hand to help children integrate and play with others.
- We have a friendship bench that encourages children to help others in need.
- The playground is zoned to encourage cooperative play and choice.
- The library is available at lunch-times and has a cushioned child friendly area.
- The stage outside in the playground encourages children to work and play together in an imaginative way – dancing; performing in plays etc.

## Feedback

### What is the feedback mechanism

- We send out annual questionnaires to parents/carers and listen to their voice. This is sent out and returned to school within the week. School also operate

an Open Door Policy and parents/carers are comfortable to ring up and make appointments to discuss things further with teaching staff or SLT.

- The SLT discuss any concerns and discuss this further with parents/carers and if necessary accommodate to make changed in school.