



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Duke Street Primary School**

School Number: **09002**

School/Academy Name and Address	Duke Street Primary School		Telephone Number	01257 239950
	Duke Street Chorley PR7 3DU		Website Address	http://www.dukestreet-pri.lancs.sch.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	4 - 11			
Name and contact details of your school's SENCO	Mr Louis Reay SENDCo Duke Street Primary School Duke Street Chorley PR7 3DU 01257 239950			

Name of Person/Job Title	Mr Louis Reay SENDCo		
Contact telephone number	01257 239950	Email	l.reay@dukestreet-pri.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	http://www.dukestreet.org.uk/sen-local-offer/
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Name	Duke Street Primary School	Date	03.09.2025
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Accessibility and Inclusion

What Duke Street Primary School provides

Duke Street Primary School is wheel chair accessible through doors at the front, rear and playground and also the near the doors at the end of the KS2 corridor. These doorways and entrances to the school are accessible via a ramp and are wide enough to accommodate a wheel chair. There are two allocated disabled parking spaces on the school car park clearly marked for disabled use only and are wider. There are disabled toilets for adults and children. We also have provision such as a hoist, shower and medical bed that is height adjustable which can be used if needed.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught in that classroom. Furniture would be adapted if necessary. There are currently height adjustable tables situated within the nurture room which can be transferred to a classroom if needed. With advice from physiotherapists and occupational therapists, children have appropriate chairs (i.e. Leckey Mygo chair) and stands.

To ensure that all pupils have access to the curriculum and make progress within it, timetables are arranged for all subject areas. Teacher planning will take account of the range of abilities and individual needs within a group or class and adapt learning tasks accordingly to ensure children are exposed to a rich, broad and balanced curriculum..

Individual Learning Plans (ILPs) will contain targets that refer to aspects of the curriculum at their key stage in English and Maths. ILPs will contain targets that refer to aspects of the curriculum where a pupil has difficulty. Children will also have target focus areas which will focus on social and emotional aspects to learning and speech, language and communication.

What Duke Street Primary School provides

In accordance with the Code of Practice (2015), there is a graduated approach set up in order to determine which children have a special educational need and the process which the SENDCo, practitioners, parents/carers and outside agencies become involved in.

At Duke Street Primary School, it begins with quality first teaching (also known as high quality teaching) by implementing adaptive teaching strategies which allow all children to succeed and make progress from their initial starting points. It is the responsibility for the teaching staff to plan and provide an accurately challenging, broad and balanced curriculum of which all children can access and achieve to their full potential. It is here where the practitioners should notice and record any initial concerns. This is the opportunity for the teacher to carefully plan future lessons for identified individual children and is the first step in responding to pupils who have or may have SEN. Class teachers will record concerns on the information sharing platform – CPOMS and notify the school SENDCo. Concerns will also be tracked on a SEN concern form where the SENDCo will give written advice for the class teacher to focus on based on their concerns and can also arrange an observation to further support.

If the concerns become more apparent, then the teacher will have further discussions with the SENDCo who will offer advice on some next steps for the child. However, if there is no significant change then the SENDCo will arrange a consultation with the teacher and parents/carers to discuss the issue further and agree on outcomes and provision via provision maps (for those children being monitored for SEN) and ILPs (for SEN children). The SENDCo will also agree on a specific observation of a child within the setting, if needed, to offer further advice and support to teaching staff. If there are increasing concerns of the rate of learning and lack of progress, despite a tailored and personalised curriculum being implemented, then a discussion between class teacher, SENDCo and parents/carers will take place regarding a referral for an EHCP. If this pathway is agreed on, SENDCo and class teacher will compile detailed report of strengths and needs within each area of SEND, alongside suggesting outcomes and putting provision in place to support with these suggested outcomes. It is then vital that the progression of the implemented provision/support is reviewed regularly and monitored by appropriate staff. However, the additional intervention and support cannot compensate for a lack of high quality teaching.

There are a number of areas of concern which are **not SEN** but may have an impact on the progress and attainment of children. It is vital that these children are in receipt of planned provision in order for them to thrive and reach their full potential. At Duke Street Primary School, we measure the provision for the children we are monitoring through detailed provision maps alongside assessment data.

Some of these areas of concern include;

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)

- Being a Child Looked After (CLA)

At Duke Street Primary School, early concerns of children who may need SEN support are assessed by the Early Years practitioner or class teacher meeting with the SENDCo and parents/carers to discuss concerns and analysing the child's abilities within class. Together they will discuss some possible areas for provision to enable them to make further progress. There will be regular meetings with class teacher, SENDCo and parents/carers to discuss whether or not the provision suggested is matching the needs and if not make appropriate adjustments. If no substantial progression is being made by the child after an agreed amount of time then, with permission from parents/carers, the SENDCo will contact relevant outside agencies such as specialist inclusion teacher, school nurse team, educational psychologist, occupational therapist, speech and language therapist etc... to organise an assessment to be made by them. This year school has budgeted for regular intervention from an independent Speech and Language Therapist and Acorn Educational Psychologist team.

The practitioner is responsible for assessing the child's progress and delivering a broad, balanced and adequately challenging curriculum to the children. The practitioner and SENDCo will look closely at the assessment data in line with national expected results for a child of similar age to determine if it is an SEN concern or whether intervention is needed to close gaps.

If a decision is made that a child should receive SEN support, then the practitioner and SENDCo will meet together to agree on desired outcomes and plan, via Individual Learning Plans (ILPs), the provision and support that the child will receive in order to meet their outcomes and therefore make progression and review it at least termly. This will also be shared with parents/carers who are welcomed to suggest any amendments. However, it is the role and responsibility for the practitioner and supporting staff to regularly annotate and adapt the provision based on classroom performance and progress from interventions on the current ILPs which are stored electronically. Some children may require assessment via PIVATs as a SEND assessment tool which will break the learning outcomes into smaller, manageable steps to show progress being made and identify gaps which may then be used to inform future targets.

If the child has a social, emotional and mental health need then the SENDCo will liaise with the nurture professionals in school who will allocate a place for them within nurture if all other support mechanisms have been used. Children accessing nurture will be assessed and monitored using an appropriate assessment tool. This could be; My Star © assessment, Drawing and talking assessment © or PSED PIVATS ©. Children experiencing social and emotional difficulties can also be tracked by class teacher through the use of PSED PIVATS and strategies applied with support from the inclusion and engagement support team's Good Engagement Methods (GEMs).

Parents/Carers are encouraged, at Duke Street Primary School, to become fully immersed and involved within the education of their child through participation in open mornings, parent sessions, discussions regarding pupil progress and also parent's consultations. Parents are informed via conversations between class teacher, SENDCo and parent regarding a child being put on the SEND list and what this means

alongside the intervention and intended impact it is to have. We discuss the concerns school have with the gaps in learning or other difficulties and advise and discuss next steps as a team. School will never force specialist assessments or referrals but will discuss these with parents and obtain consent following the discussions if parents/carers agree.

The school does operate an 'Open Door' policy and this encourages parents to discuss any concerns with class teachers, identified teaching assistants, SENDCo or members of the senior leadership team at any point before or after school via appointment.

For parents/carers of a child with special educational needs and an EHCP, an annual review is arranged in line with statutory requirements as well as interim and transition reviews when required.

The SENDCo will also offer opportunities for all SEND parents/carers to have conversations at parent consultation meetings. This will be an open forum to discuss progress, the child's needs and next steps alongside answering any questions the parents/carers may have.

At Duke Street Primary School, all children who are identified with a special educational need are in receipt of ILPs created by the class teachers and the SENDCo. These ILPs will outline difficulties, specific area/s of need which the child has that needs to be addressed and it will include the ***focussed intervention and support*** alongside ***quality first teaching approaches*** which will be provided in order for the children to make progression against their identified area/s of need. The school SENDCo will track and oversee the provision which is being made to ensure that it incorporates intervention or provision as suggested by specialist agencies who have completed assessments of specific children.

It is the responsibility of the class teacher to deploy the support staff to work with the children who have been identified as having special educational needs, unless that child has an EHC plan. In which case, funding can supply the child with a special support assistant (SSA) for a designated number of hours per week or similar provisions dependent upon need.

The class teachers and other adults involved with the support for the children will collate examples and feedback from the programmes/interventions which they have taken part in. The ILPs will be evaluated on a termly basis to determine the impact which it has had for the identified children alongside feedback from other key adults working with the children. Class teachers and SENDCo will set SMART targets outlining the desired outcomes and what focussed support they will receive and by whom within an Individual Learning Plan (ILP) which will be overseen by the SENDCo.

At Duke Street Primary, we recognise that, in order to develop effective inclusive practice in the school, we need to keep staff fully updated concerning all issues related to it. The SENDCo will support staff identifying their areas of need via termly ILP professional discussion meetings.

Performance management will often be a means of identifying staff training needs also. The SENDCo will disseminate information at staff meetings and during twilight sessions. Where appropriate, staff will be encouraged to attend courses and to

disseminate information. The SENDCo will also attend regular network meetings such as SENDCo seminar meetings, to receive updated and relevant training.

Non-teaching staff who support individual pupils and groups of pupils, with special educational needs, will continue to develop their curriculum and special educational needs knowledge. This will be regularly updated through regular meetings with the SENDCo and other appropriate staff, and by attendance at appropriate externally provided courses.

When there appears to be a school-based need, we will buy in professional help to deliver to the staff during the twilight sessions or twilight sessions.

The governors, in particular the standards and effectiveness committee, will ensure that staff are kept fully up to date about SEND issues and undertake training.

Our school is part of a Chorley Heads in Partnership (CHIP) Network Cluster Group and would always use an opportunity to cluster with other schools to provide training for staff. There is a recently developed SENDCo group formed who meet termly.

The governors will ensure that the needs of the pupils are met by employing a SENDCO who will identify needs and manage provision.

The head teacher and SENDCo will use the child's EHC plan and banding document to determine appropriate provision. The governors will ensure that appropriate support staff are employed to support pupils and staff. (For current staffing see *School Brochure*). All children with an EHC plan for special needs have funding to cover their Special Support Assistant (SSA) hours or equivalent, based on need.

If we feel that a child in year 6 with SEND would need extra provision to complete their end of year SATs then the head teacher and Year 6 class teacher will discuss children who they feel may benefit from extended time allowance or other allowances to support their learning needs. The Headteacher will then complete the relevant paper work from NCA access arrangements in line with recommendations from the DfE. In more severe cases it may be more appropriate to 'disallow' the child from the formalised testing.

Reviewing and Evaluating Outcomes

What Duke Street Primary School provides

It is important that staff within a class work collaboratively to monitor and share observations and details of progress being made from evidence in sessions and tasks. It is then important that this information is relayed within the impact of provision in ILPs.

Through the regular reviews and evaluations of ILPs and professional discussions, the impact and quality of support provided will be assessed by the SENDCo and the child's practitioner and also allowing the child to respond to their progress with regular discussions with a familiar adult as part of the ILP reviews. The outcomes for the child can be amended based on the progress and developments made which will then be shared with other members of staff and parents/carers.

If the child receives an EHC plan, the local authority will request a review to be completed every 12 months with the participation of relevant outside agencies. The SENDCo at Duke Street Primary School will lead the annual reviews on behalf of Lancashire County Council and arrange the meeting as well as inviting relevant parties and circulating reports.

The school operates an 'Open door' policy with regards to any concerns a parent/carer may have and these are dealt with quickly and effectively.

Outside agencies will also complete relevant review sessions and will share latest updates with school. The review reports from external agencies will have next steps for practitioners and parents/carers to follow. This then supports staff with planning further support for the child.

Keeping Children Safe

What Duke Street Primary School provides:

For children with disability or physical needs, regular updated risk assessments and moving and handling plans are completed with advice and support from physiotherapists, occupational therapists and SEND traded team support. There will also be Personal Emergency Evacuation Plans (PEEP) created for these children and other children with significant sensory or social needs.

The Educational Visits Coordinator (EVC) oversees the risk assessments completed by lead staff on Evolve. The risk assessments must take into account the needs of all the children including medical, special educational needs and disabilities. The school SENDCo will provide support to relevant staff when completing risk assessments to ensure that relevant, up to date information is recorded.

If required, a handover is carried out by the SSA (Special Support Assistant), a TA (Teaching Assistant) or class teacher to the appropriate parent/carer.

Staff are deployed to meet the needs of the child for eg: a child with significant physical difficulties would have support during PE lessons and school visits. Arrangements are made to ensure children are supervised at all times outside the classroom. Support is available in every class but some classes have additional adults.

As Duke Street Primary School is a highly inclusive school and believes that all children should be happy, safe and confident in school, we take any act of bullying very seriously. The school has an '*Anti-bullying*' policy which outlines the procedures and sanctions in relation to instances of bullying. Each year the school hosts an '*Anti-bullying*' week to raise awareness of how bullying can make others feel and what the definition of bullying is. Parents/carers will be made fully aware of our '*Anti-bullying*' policy which is available on the website.

Members of staff are trained and understand the procedures when dealing with bullying and also are aware of the signs when a child is being bullied.

Duke Street Primary School carries out regular PSHE sessions and themes to promote independence and celebrate differences in order to develop self-awareness and build resilience.

As SEND children may be vulnerable online, Duke Street use PSHE, Computing and annual 'safer internet day' to teach and support children with staying safe online and keeping personal information private.

Health (including Emotional Health and Wellbeing)

What Duke Street Primary School provides

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Children who have an EHC plan may also have medical needs. If this is the case, then the EHC plan brings together health and care needs, as well as their special educational provision in accordance with the SEND Code of Practice (2014).

Duke Street Primary School has a specific '*Medical Policy*' which is followed. The school has a collection of care plans which are stored in a medical file and also given to members of staff, for children who have a medical need. Each care plan states the medical need and what to do in an emergency. Staff also receive relevant training to further support the child with their medical needs. For example, training from a nurse or physiotherapist. Each class and the school kitchen also have a poster of key children with severe medical needs and what to do in an emergency. The SENDCo will meet regularly with the School Nurse Team to go through and check care plans. The SENDCo will also have discussions with parents/carers regarding taking the children to the GP and receiving an updated medical care plan.

School have also bought into a 'Kitt Medical' kit which has a supply of epi pens which can be used in case of unexpected allergic reactions or in emergencies. This also provides all staff with annual refresher training as part of health and safety at school.

Medicine is stored in a safe, secure place and is signed by parents and a member of school staff when administered.

Parents can access support from the link School Nurse team. Parents/carers can also access a variety of support networks such as Broadoaks for Occupational Therapists or physiotherapists and also the NHS Speech and Language support team. The SENDCo will support parents/carers with referrals and other contact if required.

The school operates an 'open door' procedure if a parent/carer has a concern regarding a child's social and emotional well-being. The parents/carers can arrange to speak to the SENDCo or a member of SLT regarding the issue and nurture provision can be arranged, if necessary. If the social and emotional issues are a significant worry then the SENDCo will arrange a meeting with parent/carers, class teacher and children

centre outreach support to build up a wider network of support and sought intervention from CAMHS.

Communication with Parents

What Duke Street Primary School provides:

The school website contains details of all staff currently employed by the school. Where a child may require 1:1 support, the relevant teaching assistant will act as an initial point of contact with parents and is encouraged to develop a strong professional relationship with the families.

Parents are encouraged, at Duke Street Primary School, to become fully immersed and involved with the education of their child through participation in open mornings, parent sessions, discussions regarding pupil progress and also parent's evenings.

However, the school operates an 'Open Door' policy and this encourages parents to discuss any concerns with class teachers, identified teaching assistants, SENDCo or members of the senior leadership team at any point before or after school via appointment.

For parents/carers of a child with special educational needs and an education health care (EHC) plan, an annual review is arranged in line with statutory requirements as well as interim and transition reviews when required.

For SEND pupils who are not in receipt of an EHC plan, the school SENDCo will offer opportunities during parent's consultations to discuss the plan in more detail and progress made alongside answering any questions the parents may have.

Parents/carers are encouraged to reply to class teachers or send the SENDCo an email regarding the end of year school report. Parents will also be given the opportunity within the Summer term to complete parent questionnaires, which are sent out annually to receive feedback from parents of children with SEND, listening to their responses and continuing to support the needs of the children.

Working Together

What Duke Street Primary School provides

It is vital that the children feel like they are part of their education and that they are tailoring the curriculum to best fit their needs with support from staff around them. When an ILP is completed, it is discussed with the children. The children are also actively encouraged to discuss and reflect on how effectively they have met their target and whether or not the target needs renewing or refreshing. For younger children, this may be in the way of showing work or pictures and asking what they like about it or what they are proud of.

The school SENDCo will also complete annual pupil conferencing with a random selection of SEND pupils across the school to obtain the child's views about school and their learning journey.

If the children receive support from outside agencies such as outreach support, Acorn psychologists team etc...then the lead professionals encourage the children to reflect upon the provision they have received and what outcomes they think they have achieved through this provision. Some outside agencies provide children with self-assessment forms so that the children can record their evaluation of the effectiveness of the provision made.

If a child receives an EHC plan, an annual review is arranged and they are encouraged to sit with their special support assistant and complete a child friendly reflection sheet. The children are also invited to attend the annual review to discuss what they think has been effective and why. This enables the children to become fully immersed in their learning journey.

The governing body has identified a SEND governor and the standards and effectiveness committee (SEC) to have oversight of SEND in the school who will liaise with the SENDCo. The SENDCo, governor and members of the SEC will work together to monitor and assess the impact of provision provided to the children and also to identify barriers to learning and support all staff in identifying strategies, support professional development and to purchase appropriate resources. The SENDCo produces an annual report to the SEC which is then transferred to full governors. The SENDCo will keep the head teacher regularly informed about new initiatives, concerns and positive outcomes of the SEND policy.

The school actively encourages parent governors on the governing body. Parents/carers are greatly encouraged to become fully immersed and involved in the learning journey of their children. Including them in the assessing, decision making and reviewing process. It is vital to have parent voice to encourage development of the child and ensure that adequate provision is provided to all children at Duke Street.

What help and support is available for the family?

What Duke Street Primary School provides

At Duke Street Primary School, we collaborate with many outside agencies so that we can fully support all children with SEND and their families. By doing this, we are providing a strong support network for children, parents/carers, practitioners, SENDCo and SLT. This enables the best possible support to be put in place for the children identified with special educational needs at Duke Street. Some of the outside agencies which we use are as follows;

- Special Educational Needs and Disability team (SEND team)
- Inclusion and Engagement Support Team
- Acorn Education Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse Team
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Child Social Care
- Outreach support
- Designated school counsellor

In order for children to be referred to an outside agency, the SENDCo must have agreement from parents/carers after providing intensive support for the child. If there are no signs of developments or improvement then a request for service can be completed. The SENDCo and class teacher will be available to support families with completing the relevant paper work and also support discussions between the agencies and family. In some cases, an Early Help Assessment (EHA) must be completed for outside agencies to be sought.

It is the responsibility of the SENDCo to manage and oversee the work completed by outside agencies and have regular meetings to create an action plan for the child in order for them to develop and make progress. Parents/carers will be updated regularly and will be involved in the review meetings.

Transition

What Duke Street Primary School provides

Early identification begins with transition from Nursery. The SENDCo and EYFS lead meets with the SENDCo from nurseries to identify children that have had, and will continue to need support and also children that may need support after transition. The reception staff are also encouraged to spend time in the attached nursery to begin to form a relationship the children and also attend home visits.

At Duke Street Primary, we have one full transition day in the summer term so that the children can meet their new class teachers and also begin to understand the new set up and expectations in each class and from each different teacher. This also gives the children the opportunity to make friends and get to know their new teacher. High needs SEND children with attachment, anxiety or emotional issues, will receive a transition booklet to take home over the summer holidays to familiarise them with their new environment and staff. There are also informal extra visits/communications with the child and new class teacher post transition day.

We have links with local secondary schools. The high school SENDCo attend transition meetings, whether it is with the SENDCo or year lead, and they are invited to transition Education and Health Care Plan reviews for SEND children. The same applies for children who will be moving on to a special school for the secondary education. The SENDCo will also encourage the secondary school SENDCo to visit and observe the children with SEND to build up an understanding of the child and their needs.

In the summer term of year 5 and the autumn term of year 6, pupils are encouraged, and supported, in choosing the most appropriate secondary school for their child, through extra visits and attending open evenings. For children with SEND extra visits are arranged, supported by their support staff, in order for them to familiarise themselves and be more prepared for the transition.

The SENDCo will also have extensive discussions with parents/carers regarding children who may require specialist provision secondary schools. For families who this applies to, the SENDCo at Duke Street will set up a meeting in the summer term of Year 5 to discuss the possibilities and encourage them to look around specialist provision schools with the support of the Special Educational Needs and Disability Inclusion and Advice Support Service (SENDIASS) team.

The support staff also support the Year 6 SEND children by completing the 'Hello, Goodbye' resources and taking photographs to familiarise the children with new staff and surroundings. In the transition meeting, friendship groups are discussed to aid with transition.

If a child transitions from another school in other year groups then the school SENDCo will make contact with the child's previous school and ask for all relevant information, documentation and outside agency involvement to ensure that Duke Street Primary can continue to support the child in the best possible way for that child to achieve and progress.

For any children with disabilities, we will ensure that the previous school/nursery has informed relevant agencies about the school move and the SENDCo at Duke Street

primary will obtain contacts from the previous school in order to make contact with the agencies to ensure there is sufficient equipment in school to support the child.

The SENDCo will also meet with SLT to ensure that staffing and resource arrangements can be facilitated and put in place ahead of the child with SEND starting.

Extra Curricular Activities

What Duke Street Primary School provides

All children have access to before and after school provision at Duke Street Primary School through Sunshine Street or via other providers such as Busy Bees, where transport is provided, via a minibus, fully supervised by appropriate staff.

As providing outdoor learning experiences and extra-curricular activities is a key part of our school development plan this year, there are a variety of clubs that take place within different parts of the school day. These include; football, golf, story making, Science, rounders, arts & crafts, gardening, forest school, choir, homework and cheerleading. All year groups have the opportunity to take part in inter school competitions including Multi Skills. All clubs are free of charge.

Year 5 and 6 children have the opportunity to attend residential experience at PGL at Winmarleigh Hall and parents/carers of children who wish to go there are invited to an information evening led by the Upper Key Stage 2 teaching staff. This enables parents/carers to become involved in the different extra-curricular experiences offered.

We strongly encourage all children, including those with Special Educational Needs and Disability to be involved in the extra-curricular activities to develop confidence, self-esteem, enjoyment and enrichment.