

**SEN and Disability
School Local Offer:**

Mainstream, Short Stay Schools, Special
Schools and Academies

Name of School: Ecclestone Primary School

School Number: 09052

School/Academy**Name, Address & Contact Details:**

Eccleston Primary School,
Doctor's Lane,
Eccleston,
Chorley
Lancashire
PR7 5RA

Tel. 01257 451114

Email: Bursar@eccleston.lancs.sch.uk

Age Range of School:

Nursery and Primary, Ages 2 -11, Years Pre-school - year 6

SENCo**Name & Contact Details:**

Mrs K Cranage

Tel. 01257 451114

Email: hello@eccleston.lancs.sch.uk

School Website**Address:**

<https://ecclestonprimary.net/about-us/>

Local Authority's Local Offer**Website address:**

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Accessibility and Inclusion

What the school provides:

The school was built 1970 and is fully wheelchair accessible. To ensure full access for pupils and parents/carers with disabilities, the site is on a single level with three ramped access doors and toilet facilities for the disabled. Internal doors are wide enough to accommodate a wheelchair. There are accessible parking spaces available.

The school communicates weekly with parents/carers via the newsletter and teachers update their own class blogs regularly. Information, including, holiday dates and school policies are available on the school website.

Furniture is modern and of a suitable height appropriate to the age group of pupils being taught in that classroom. A number of class rooms have adjustable height tables. Signs, photographs and symbols are used in the lower age ranges to support children's access to resources.

The school has a range of ICT programmes for pupils with SEN in addition to iPads, iPad pens, laptops, headphones, and interactive whiteboards installed in every classroom.

Teaching and Learning

What the school provides:

The importance of early identification, assessment and provision for any pupil with SEN cannot be over emphasised. The school ensures effective communication occurs with parents and carers / nurseries to ensure that we are aware of any specific needs. Where necessary outside agents are consulted alongside parents. Recommendations for additional equipment and support for individuals are carefully considered by the school.

During the foundation stage pupils are assessed through ongoing observations of both child led and adult led activities, using the Early Years Profile. In key stages 1 & 2 teachers assess pupil progress and also use standardised assessments to support this. Children also undertake statutory testing in Year 1 (phonics screening) Optional end of Key Stage 1 (SATs) Year 4 (Multiplication Check) and End of Key Stage 2 (SATs).

If a member of staff has a concern about a pupil, who is working below the expected year group/stage, they will be involved in additional support and intervention within school. Staff will meet with the parents/carers to discuss concerns and enlist their support with interventions.

In the classroom, teachers provide a range of interventions that are additional to or different from those provided as part of the usual differentiated curriculum and usual classroom strategies.

A specialist teacher is currently employed for the equivalent of 1 hour per week to support the SENCO and all staff. The school also works with Compass Bloom for identified children who can then complete a programme to build children's self-esteem, confidence and resilience. Each class has access throughout the week to at least one Teaching Assistant and, where it is deemed necessary, extra TA support is provided for individual classes.

There are many staff within school who have received first aid, defibrillator and Epipen training. Other training is accessed by staff in line with the needs of individual pupils in their class, eg. ASD, Speech & language, Signalong, Wellcomm. The assessment of pupils reflects as far as possible their participation in the whole curriculum of the school. When sitting formal assessment tests, pupils with SEN can be supported by one to one readers, have timed breaks, be granted additional time, or provided with a quiet setting in a small group to aid concentration (according to particular needs).

Reviewing and Evaluating Outcomes

What the school provides:

Parents/carers contribute and take part in Annual Reviews for pupils with Education, Health and Care (EHC) Plans. Advice and guidance is sort through other agencies and parents receive copies of all relevant paperwork concerning their child. Where possible, pupils are also asked to make a contribution to the review.

Pupil Passports are used to outline a pupil's key strengths, needs and the strategies and key adjustments to teaching needed every day. They provide a useful vehicle for meaningful discussion around learning between the teacher, parent/carer and the pupil, involving them positively in discussing effective approaches to enable better engagement and success.

Pupils' progress is monitored termly throughout the school, and the data is used to evaluate the effectiveness of SEN provision and support.

The school operates an Open Door policy with regards to any concerns a parent/carer may have.

Keeping Children Safe

What the school provides:

Health and Safety checks, and risk assessment for the building and all school activities are carried out by the governors, the Headteacher or other responsible body, to an agreed and appropriate schedule.

Two members of staff are at the gate on to the playground to greet children every morning to welcome pupils to school. At the end of the day, EYFS and KS1 pupils are dismissed from their classrooms to an agreed carer/parent. Pupils in lower KS2 are accompanied by staff to the playground to ensure someone is there to collect them. If required, individual handover is carried out at an agreed contact point. Upper KS2 pupils are dismissed from the Year 5 / Year 6 door and then collected. If a parent wishes for a child to walk home unaccompanied written permission has to be given first.

In a PE lesson, a teaching assistant will be present in addition to the class teacher if the needs of an individual pupil require greater support or supervision. A minimum of two members of staff supervise each play area at break times. A senior member of staff is available each lunch break in addition to welfare staff being present with the children. Allocated TAs are available to support individuals for short periods at lunchtimes or supervise child led games and activities for example, through lunchtime PALS.

On school trips, we adhere to the minimum guidelines for supervision ratios(1 adult for every 10 pupils in Years 4-6, 1 adult for every 6 pupils in Years 1-3, and there is always a higher ratio for EYFS visits). Some pupils with SEN may have 1:1 support and supervision if required.

Health (including Emotional Health and Wellbeing)

What the school provides:

Parents/carers complete and sign a 'Parental agreement to administering medicine' form to grant authorisation to the school to administer prescribed medicine which has been dispensed from a pharmacist and has the prescriber's instructions for administrations to their child. Medicine is stored securely in the staffroom.

Health Care plans are drawn up in consultation with the Head teacher and parents/carers. These are stored securely on to Arbor (our school MIS system).

A register of medical needs is kept against the child's name on Arbor. Any medical information regarding a child is shared with staff and visitors on a need to know basis.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Defibrillator and Epipen training has been provided by professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

The school also works with Compass Bloom to support identified children to build children's self – esteem, confidence and resilience.

Provision is made by teachers for additional emotional support during curriculum time. This could be by addressing specific topics during circle time or the allocation of TA time to work with small groups and/or individuals.

The school has invested in additional playground equipment and training of pupils to offer activities during lunchtimes.

Communication with Parents

What the school provides:

The website contains details of all staff currently employed by the school. A photograph board in the entrance hall aids parents/carers in identifying a member of staff.

The school holds a class call-in evening in July to introduce parents/carers to the new class teacher. Class teachers can be contacted through the school office and the school operates an Open Door policy.

The school has two formal parent consultation evenings a year to provide opportunities for parents/carers to discuss the progress of their child. A written report is provided in July.

Working Together

What the school provides:

There is School Council and a School Eco-Team for pupils to contribute their own views.

Parents/carers have many opportunities to give their views in Parent Evenings, Parent Forum, Annual Reviews, Pupil Passport reviews, parental questionnaires and through our open-door policy.

Parents/carers are involved in the life of the school by volunteering to work in school in a number of different roles. The Friends of Ecclestone Primary School (PTA) is very important in forging links between school and parents/carers.

We have parent governors on the Governing Body; elections are held in the event a vacancy arising.

What help and support is available for the family?

What the school provides:

The Headteacher, school business manager or class teacher offer to help with forms and paperwork if this is required. Where necessary we will provide written evidence to support a referral to an outside agency.

Information, advice and guidance is provided in a number of ways; there is a school notice board, the weekly newsletter, the school website, fliers are left in the school entrance hall or sent home through pupil post.

If a pupil requires a Travel plan to get to and from school this would be managed by the class teacher, SENCo and Head Teacher.

Transition to Secondary School

What the school provides:

Each year pupils visit their new Secondary School for taster sessions. A teacher from the local secondary school visits the Year 6 class to discuss their transition and answer any questions our pupils may have.

The Year 6 class teacher completes detailed transition information, not only about academic progress and achievements, but friendships and additional needs. Our Year 6 teacher meets with the Head of Year 7 to ensure all individual information is transferred.

Extra Curricular Activities

What the school provides:

The Breakfast (7.45-8.45am) and Afterschool (3.15-6pm) clubs offer daily out of school childcare. A wide range of extra-curricular activities are offered for different age groups and at different times of the school year.

These have included Athletics, Choir, Cricket, Cross county, Dance, Drawing, Fencing, Food technology, Football, Gardening, Guitar, Gymnastics, Hockey, Judo, Multisports, Nature, Netball, Orienteering, Rounders, Sewing, Tennis, Tri-golf and TrimTrail clubs. By monitoring feedback from parents and pupils the school decides which clubs to offer. The school also keeps a register of pupils attending extra-curricular clubs to ensure all pupils are included.

Many activities run by members of staff are free. Sometimes school asks for a voluntary contribution to subsidise the cost of materials. Activities run by independent agencies may charge a fee, which will be explained fully on any letters sent home asking for parental consent.

All pupils are assigned to one of four houses/teams to foster relationships between pupils of different ages. Year 6 pupils have opportunities for various roles and responsibilities. This is including, School ambassadors, Sports ambassadors, Eco, School Parliament and Reading Ambassadors and PALS.

The Playtime Pals lead playground games, and particularly include anyone who is alone at breaktimes to encourage friendships. There is a friendship bench in the playground where children can go if they are feeling alone and want a friend with whom to play.

All staff are kept informed of any friendship issues through briefings and communication. This ensures that they can monitor individuals at playtimes who are struggling with friendships.

Feedback

What is the feedback mechanism:

Feedback can be given by speaking to a member of staff directly through our Open Door Policy. Alternatively staff and Governors can be contacted via letter, email or telephone.

Once feedback is received it is acknowledged and directed to the most appropriate member of staff. Response is usually given verbally through either direct contact or on the telephone. This may then be followed up with written confirmation.