



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Fleetwood's Charity School**

School Number: **02020**

School/Academy Name and Address	Preesall Fleetwood's Charity School		Telephone Number	01253 810324
	Mill St, Preesall, Lancs FY6 0NN		Website Address	<a href="http://www.fleetwoods.lancs.sch.uk">www.fleetwoods.lancs.sch.uk</a>
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	Mrs Michelle Potter: contact via school			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	John Belshire: Headteacher		
Contact telephone number	01253810324	Email	head@fleetwoods.lancs.sch.uk

## Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc.  
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

### What the school provides

The school was built in Victorian times with extensions built in the 1960s and 1980s. It is wheelchair accessible via the front door with a ramp and then access to the playground would be via a second ramp at the back door. All the classrooms and public areas are on one level and there is a disabled toilet inside. There is an accessible parking space available for the public and disabled persons.

Information is available on the school website and a noticeboard in addition to regular newsletters. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

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

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?

- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

### **What the school provides**

Early identification is vital and outside agencies can help advise on the provision of intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS. Each class has the benefit of at least one Teaching Assistant for the majority of the timetable.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHS (School Nurse, Manchester Children's Hospital cancer specialist etc)

The school leadership has ensured that all staff have had training relevant to their role in school Staff have received First Aid training.

When sitting examinations children with SEN can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

For example:

- Multi-sensory language teaching: seamless 'heads up' intervention with quality first teaching for phonics, reading & spelling. All teachers, assistants & pre-school staff.
- Head & SENCO regularly attend SEN cluster meetings both through the LA and an expert private provider.
- Attachment disorder by Educational Psychologist Jill Bundy.
- ADHD by NHS specialist nurses.
- EBD support & provision by specialists from Stepping Stones short stay school.
- IEPs + setting smart targets by former LA adviser Eleanor Hick.
- Evaluating progress for children with SEN: Head & SENCO by former LA adviser Dave Parkes.
- IDL program for dyslexia, selected staff.
- 'Clever fingers' fine motor development, selected staff.
- Talkability – early speech development intervention.
- Talk boost – KS1 speech programme.
- Speech & language challenges for children with autism/ Asperger's syndrome – selected staff.
- Nuffield speech & language intervention – pre-school staff.
- 'I can' programme – pre-school staff
- 'Bounce back' phonics – selected staff
- 'Rapid phonics' – selected staff
- Phonics – all teachers by LA adviser Anita Yearsley
- One teacher has had training in safe handling.
- One TA has completed a foundation degree in teaching & learning support.

As you can see, within school there is a lot of knowledge & experience re supporting children with extra challenges. Experienced staff will always support & train those with less experience.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire E- Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

## Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### What the school provides

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. IEPs are produced termly or half termly depending on the circumstance and pupil and the school operates an open door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored particularly closely by the Headteacher & SENCO.

## Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

### What the school provides

The Head Teacher and the Health & Safety Governor carry out Risk Assessments where necessary.

If required a handover is carried out by a TA or class teacher to the appropriate parent/carer. Parking is a problem at school and parents are encouraged to park at St Aidan's High School lower car park and walk up the hill. Where there are accessibility issues a parking place at school may be reserved.

Welfare staff supervise each lunch break and playtimes are supervised by teachers and assistants. If a child needs personal supervision, this will be allocated to him/her.

Support is available for much of the timetable in every class but some classes have additional adult support if required.

Parents can access the Anti-Bullying Policy on the school website.

**Safeguarding:** national data shows that children with SEND are statistically more likely to be neglected or abused. They may not recognise mistreatment or they may be less likely to know how to seek help. Our staff understand this and know to keep a particularly close monitoring eye on children with SEND, including actively enquiring as to how they are feeling and whether they are worried about anything. Our work with the children themselves will include work on developing their own self-awareness, keeping safe and knowing who to turn to for help and advice.

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

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

#### **What the school provides**

All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child.

Care plans are passed on to the relevant Class Teacher and a further copy is kept in the staff room for any relevant staff to read.

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 training has been provided by an NHS professional to ensure the staff are conversant with the appropriate action or medical procedure required. The defibrillator is kept in a coded box on the outside of the school building (so the local community can also have access to it.)

## Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### What the school provides

The website contains details of all staff currently employed by the school and the School Prospectus also provides this information.

The School operates an open door policy and appointments can be made for longer meetings. Reports are written twice yearly and the school has 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child.

A parent questionnaire is also provided for parents to record their views and suggestions.

## Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)  
How do home/school contracts/agreements support children with SEN and their families?

### What the school provides

There is School Council for pupils to contribute their own views. The school consults all KS2 pupils using an anonymous questionnaire each year. Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises.



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

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

### **What the school provides**

The Learning Mentor, Class Teacher or Head Teacher can offer help with forms if this is required.

The school has established close links with the Rural-Wyre Children's Centre and can help parents to access support from there. In addition, events & courses run by the children's centre are advertised through school. There is a notice board which contains additional information of upcoming events or general useful information.

The school teaches e-safety to pupils as part of its curriculum.

If a pupil required a Travel Plan to get their child to and from school this would be supported by the class teacher, SENCO and Head Teacher as required.

## Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

### What the school provides

Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.

The majority of our pupils transfer to St Aidan's High School and our school has strong links: e.g. we take children to St Aidan's for special events and extra lessons such as science and cookery. Any individual children can have bespoke visits in preparation for transition.

## Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

### What the school provides

We have a breakfast club available from 8 a.m. and after-school care until 5:30 p.m. Monday to Thursday, 4:30 on Fridays. Parents can access this via the school office. We do not offer childcare in the school holidays.

There is a wide range of clubs & activities including gardening and lots of sports. Many of them are free – paid for currently using the PE & Sports Premium. The Pupil Premium has also been used to subsidise activities to ensure everyone can access them such as the Year 6 residentials for adventurous activities and residentials to London & York.

There is individual music tuition available in brass, woodwind and violin. Lessons are charged for but subsidised by school to encourage uptake.

**Where can I find information on where the local authority's local offer is published?**

Our Local Offer is on our school website: [www.fleetwoods.lancs.sch.uk](http://www.fleetwoods.lancs.sch.uk)

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>