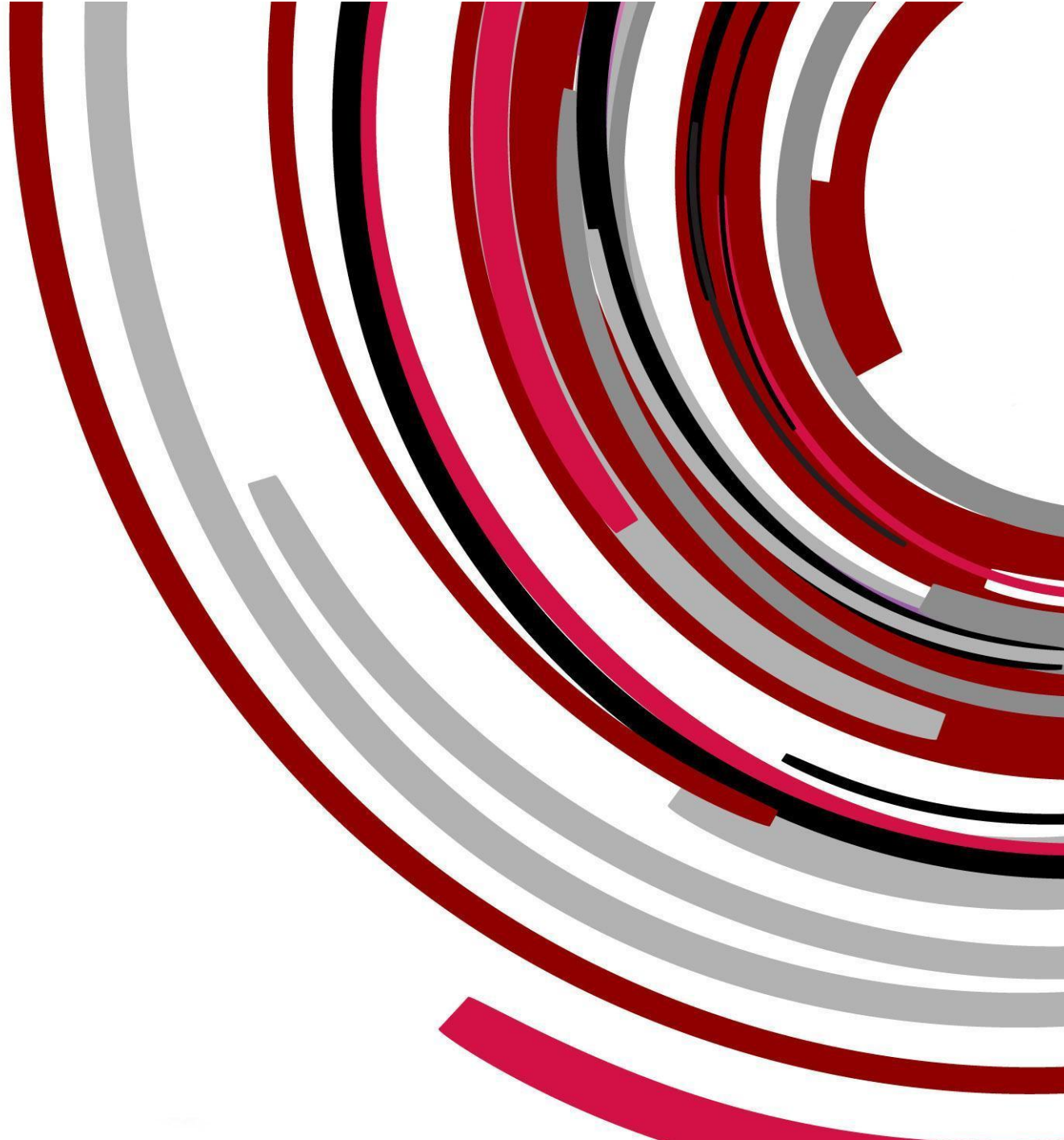




SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Hambleton Primary Academy and Nursery School**

School Number: 8882040

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

Link to LA Local Offer -
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

School/Academy Name and Address	Hambleton Primary Academy and Nursery School Arthurs Lane Hambleton FY6 9BZ		Telephone Number	01253 700331
			Website Address	www.hambletonprimaryacademy.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	3-11			
Name and contact details of your school's SENCO	Mrs Charlotte Blundell c.blundell@hambleton.fcat.org.uk			

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	Mrs Charlotte Blundell		
Contact telephone number	01253 700331	Email	c.blundell@hambleton.fcat.org.uk

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	www.hambletonprimaryacademy.co.uk https://hambletonprimaryacademy.co.uk/hambleton-primary-academy-local-offer/		
Name	Hambleton Primary Academy C Blundell	Date	11/09/26

Please return the completed form by email to:
Lancashirelocaloffer@lancashire.gov.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 Academy originated in the late 1800s as an old school house and is built on a small incline. As the school numbers have increased, extensions have been continually added to provide accommodation for the pupils. The main entrance to school is fully wheelchair accessible, however the rest of the school isn't due to two lots of stairways. Parents and family can access the school hall in a wheelchair. In addition, there is disabled access and pram access into our Nursery.

Information about school is available on the school website and on weekly newsletters. Newsletters are emailed to parents using Parent Mail, however they can also be printed out on request. Newsletters can also be enlarged if necessary. The Academy regularly uses our FaceBook page to as a platform to share school life and is sometimes used to post reminders and updates.

Furniture is modern and of a suitable height appropriate to the age of the children being taught in the classroom.

The school has a range of ICT programmes for pupils with SEN in addition to IPADS, headphones, laptops and interactive whiteboards which are installed in every classroom. All children in Key stage 1 and Key Stage 2 have the opportunity to have an iPad. There is also class iPads for children to access. Laptops are now more accessible and we have a class set that are kept safely and updated with software. All classrooms have a visual timetable to support children during the day.

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 of concerns and enlist their active help and participation.

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

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

Children can be screened for dyslexia, dyscalculia and other barriers to learning can be assessed by our specialist teacher, who comes into upon request.

The SENDCO also works closely with Lancashire EP, to develop action plans for specific children of concern. The Academy also employs David Wasalewski (EP) to conduct educational assessment.

Communicate Speech and Language Services come into school weekly and offer support for SaLT.

Some members of staff have received Paediatric First Aid, Epipen and Defibrillator training.

Each class has the benefit of one Teaching Assistant. Our SENDCO holds the NA SENDCO Award. Our Nursery teacher has Level 3 in Eklan Speech and Language, 1 SSA has had training in Nuffield Early Language Intervention. Many staff members have attended courses to support pupils with dyslexia, ASD, ADHD and speech and language difficulties.

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.

The SEN register and personal plans record the type of intervention a pupil is receiving, the duration, pupil's progress throughout the school and records how much progress individuals make following interventions. We have our own tracking system which tracks every pupil's progress in school and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN. We also use PIVATS to assess those children who are working below the National Curriculum.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with 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 are notified regarding review meetings for children with Education, Health and Care Plans well in advance. The parents and the child are asked to contribute to the meeting by filling out relevant paperwork and will then receive all submitted paperwork to peruse before the meeting. Pupils can attend all the meeting or part of the meeting if they wish to do so.

Sen Support Plans are produced 3 times a year and the school operates an Open Door policy with regards to any concerns a parent may have. Parents are also invited to meet with the SENDCO 3 x a year and the SENDCO also holds a monthly 'drop in' session for all parents.

SEN pupils' progress is monitored by the head teacher and also the SENCo through the school tracking system and also through Milestones where appropriate.

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 SENCo carry out Risk Assessments when and where necessary all parents can easily chat to staff who have been working with their child before and after school due to our open door policy.

Children who need to be supervised at playtimes and dinnertimes, will have a member of staff assigned to them for these sessions. Extra support will also be given in certain PE activities and on school trips.

Support is available in every class in terms of a TA, but some classes can have additional adults to support EHCP pupils.

Parents can access our Anti-Bullying Policy via the school office and school website.

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 file along with details of dosage and frequency. Parents sign to grant authorisation to the school to administer medicine to their child.

Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records.

Some staff are First Aid trained to ensure all staff are familiar with what action to take in the event of an emergency.

In addition, Difibrilator and Epipen training has been provided by either the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

The Academy works closely with a Primary Mental Health Officer and School Nurse to offer services for Social, Emotion Mental Health and Wellbeing.

Family Help Assessment and Team Around the Family meetings frequently take place to allow support from outside agencies.

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 Academy website contains details of all staff currently employed by the school. The Academy operates an open door policy.

We have 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child. These take place in the autumn and spring term. In the summer term, annual reports are taken home. We encourage parents to complete the feedback part of their child’s report.

We hold many events throughout the year so that parents are involved within the school. For example, bake sales, bingo nights and coffee mornings. Classes also invite parents into school for events they have created to show off their work. We hold an annual Sports Day in the summer term, which all parents are invited to.

Each year group holds a production during the year, which parents and families are invited to.

We hold a Reception and Nursery Induction Day for parents to familiarise themselves with the Early Years settings. We also hold meetings with parents regarding SATS in Year 6 and phonics in Year 1.

We encourage parents to write in the child’s reading record regarding any issues and concerns they may have.

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

We have a Pupil Council for pupils to contribute their own views. They have regular meetings throughout the term.

Parents can have their say about their child at Parent Evenings, Annual Reviews, Sen Support Plan Reviews (if they express a wish to do so)

Parents and grandparents are encouraged to become parent helpers within our school environment.

Some SEN children use a daily home/school link diary, so parents and teachers are aware of any concerns or achievements.

TAF meetings are held for some families, allowing opportunity to meet with professionals and work towards set targets.

We host 'House Events', whereby children take part in a house competition. These are usually centred on our school drivers: Community, Diversity, Environment and Teamwork and Resilience.

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 SENDCO, class teacher or head teacher can offer help with forms if this is required. Contact the SENDCO for EHA / TAF paperwork. A EHA can be opened within school to support a child or family that, despite interventions and school support, requires further assistance from outside agencies.

The School Nurse can offer support for families.

If a pupil required a Travel plan to get to and from school this would be dealt with by their Class Teacher, SENCo and Head Teacher.

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. Our SEND children can have additional transition days upon request, which they may attend with their TA. They are encouraged to take photos and speak to staff who will be involved with their learning, so they can familiarise themselves with their new environment.

The SENDCO shares all relevant information with the secondary school.

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 opportunities for pupils to take part in weekly music lessons (eg. Piano, guitar, brass, peripatetic) at a fee.

We offer an array of extra curricular activities for all year groups. These are changed termly. For example: Athletics, Girl's Football, Boy's Football, Dodgeball, Multi skills, Craft, Chess, Lego are offered to the children after school without charge. The extra curricular activities are available to all the pupils in the designated age range assigned to that activity.

Children are encouraged to play playground games with each other by staff out on duty. We also have two friendship benches which allow children to be aware of other children who may be feeling lonely.

Our Reception children are each given a Year 6 child to be their buddy during their first year at school to help them settle into the Academy's routines