



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special  
Schools and Academies

Name of School: **Inskip St. Peter's C Primary**

School Number: **02045**

<b>School/Academy Name and Address</b>	<b>Inskip St. Peter's C.E. Primary School, Preston Road, Inskip, Preston, Lancs, PR4 0TT</b>		<b>Telephone Number</b>	<b>01772690438</b>
			<b>Website Address</b>	<b><a href="http://www.inskip.lancs.sch.uk">www.inskip.lancs.sch.uk</a></b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>No</b>			
<b>What age range of pupils does the school cater for?</b>	<b>Reception children to Year 6</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Miss Kate Leyland</b> <a href="mailto:head@inskip.lancs.sch.uk">head@inskip.lancs.sch.uk</a> <b>01772690438</b>			

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.

<b>Name of Person/Job Title</b>	<b>Kate Leyland</b> <b>SENCo/headteacher</b>		
<b>Contact telephone number</b>	<b>01772690438</b>	<b>Email</b>	<b><a href="mailto:head@inskip.lancs.sch.uk">head@inskip.lancs.sch.uk</a></b>

## 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 building is wheelchair accessible with ramps and doors wide enough for wheelchairs.

The school is all on one level.

There is available space for disabled parking if the need arises. There is a disabled toilet available for wheelchair users.

All furniture is of a suitable height appropriate to the age group of children being taught in classrooms.

We provide accessible equipment for children when needs have been identified.

## 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**

Our policies and procedures are in line with the January 2014 Special Educational Needs and Disability Code of Practice

The school uses a robust method of assessment and needs are identified and targeted as soon as they are recognised. Children learn in small groups and differentiated plans meet their needs. Where children have additional academic needs they are supported with Individual Plans that are tailored to each child. We currently have a high adult to child ratio that ensures children make above average progress. We access other agencies to support staff with children with additional needs.

The SENCO/HT attends cluster meetings and relevant training pertinent to the needs of the children in school. The HT attends briefings and updates. Information from this is cascaded to all staff at staff training meetings.

Where children require adjustments and support during SATS the Headteacher applies to the Department for Education for allowances to be made.

## 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**

Where children have a Statement or EHC Plan the SENCO/HT will arrange for review meetings to be held annually.

Children with other support needs are monitored closely and reviewed regularly. IEPs are discussed with parents and children and targets modified as required.

The school assesses and evaluates the effectiveness of its SEN provision by rigorously monitoring progress. Where the SENCO/HT feel needs are not being met they will take advice from other agencies and ensure guidance is implemented. Parents are regularly and consulted throughout the process.

## 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**

Risk assessments are a regular part of school life and where children have additional needs these are always considered.

Children are welcomed into school from 8.50am for a prompt start at 9.00. At the end of the school day children are not allowed out of the building until a known adult arrives to collect them. Older children are only allowed off the school premises if their parent has given written permission to school.

There are parking areas on the school site.

Break times are supervised by members of staff as are lunchtimes .

All staff follow safe procedures at all time and ensure that pupil safety is a priority.

Parents can access the policy on school bullying from the school office.

## 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**

Parents are asked to call into school to administer prescription medicines.

Inhalers or other prevention medicines can be kept in the classroom and children can access these according to need. It is common practice to ensure that inhalers are always taken on trips and excursions.

Where a child requires a care plan the school takes advice from the relevant professionals and ensures that all staff are aware of personalised needs.

In the case of a medical emergency the school will call immediately for an ambulance. First Aiders will respond in accordance with training. Staff train for children's particular needs as they arise.

Where children require particular health or therapy services the school is committed to meeting their needs.

## 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

Parents at our school know that they can talk readily to the class teacher about any concerns. The school takes all concerns very seriously and acts on them immediately. We operate an ‘Open Door Policy’ although do ask that parents make an appointment to discuss things that might require an in depth discussion.

Parents are updated about their child’s academic progress at Parents’ Evenings and via a school report. Teachers will contact parents where they feel the children are not sustaining progress or if they have other concerns. The school holds Open Days once or twice a year.

Parents provide feedback about the school via the Ofsted Parent view Website and regular questionnaires.

## 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

The Headteacher holds regular discussion meetings with the children about school life. She is accessible to all children and provides both formal and informal opportunities for them to express their views about school.

Parents are given opportunities to discuss their feelings about their child’s education at all meetings. They are made fully aware that they can readily contact the class teacher and Headteacher about concerns.

All parents are welcome to attend Friends’ meetings and events. Parents can apply to become Parent Governors when elections are due.

School welcomes parents into school to help with a number of activities.

The SEND Governor is Mrs Caroline Law who liaises with the SENCO/HT when discussing policies and provision.

### **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 SENCO always offers help with completing paperwork and directs parents to Parent Partnership for any additional support. The SENCO will help all families access the support they need.

Where a child needs help getting to and from school the school will work with the agency appointed and ensure that they liaise for the best interests of the children.



## Transition to Secondary School

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

### **What the school provides**

The school has a good relationship with both local secondary schools. Our school ensures the children are prepared in Year 6 by enabling transition visits to their chosen secondary school and regular activities at both.

## 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**

The school holds a range of lunch time clubs and after school clubs throughout the year; these may include crafts, dance, football, tag rugby, library, homework, board games, tennis, aikido, computing and film clubs. The school charges a small fee for these.

School works hard to ensure all children make friends in school. Lunch time staff focus on helping the children play together well.