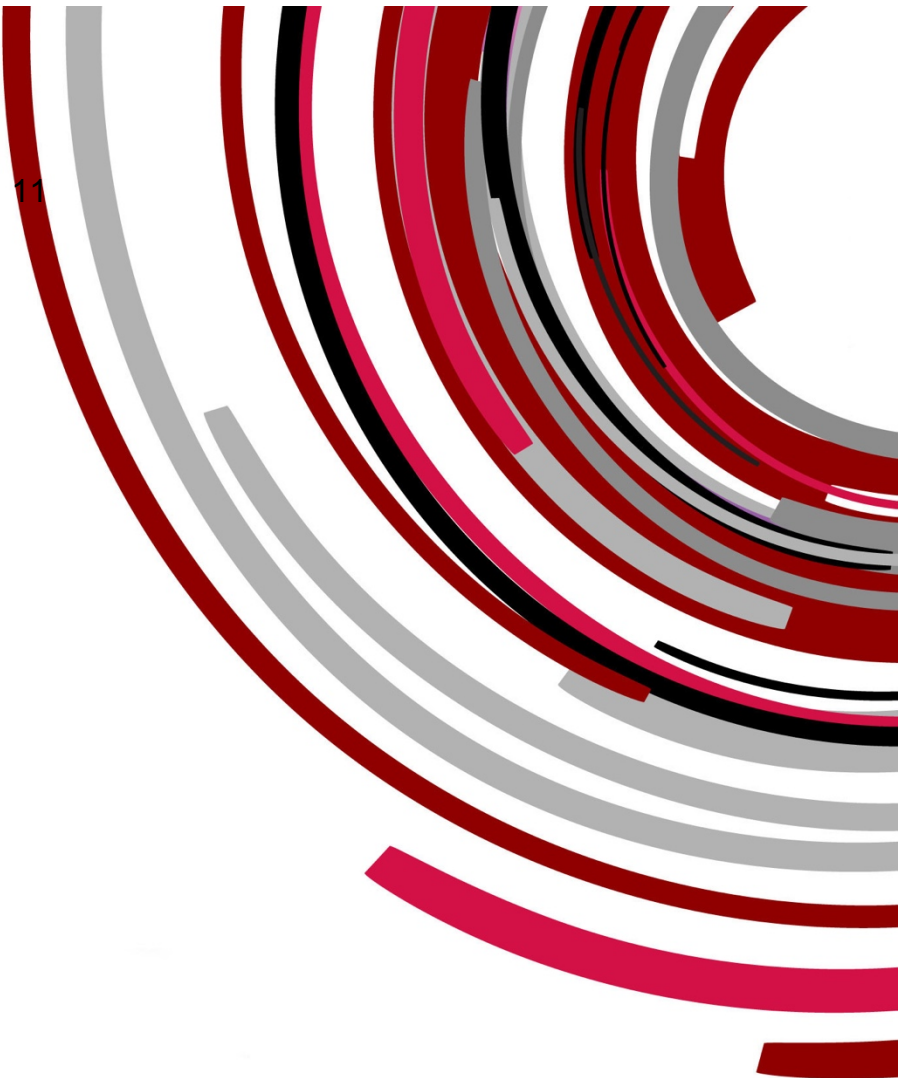


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www.lancashire.gov.uk **SEN and Disability**

Local Offer: Primary Settings

Mainstream, Short Stay Schools,
Special Schools and Academies

Name of School: Kennington
Primary

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

A new main school entrance was built in 2008. It has a ramp for wheel chairs. There are two parking spaces available for the public and disabled persons and there is a disabled toilet on the infant corridor. All doorways within the school are wide enough to accommodate a wheelchair if necessary.

Information is available on the school website and on the notice boards in the junior and infant playgrounds in addition to regular newsletters. School 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, laptops, 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

The progress of all children at Kennington Primary is tracked and monitored each term. This enables early identification of children who are failing to make progress.

All children in school are entitled to and receive 'Quality First Teaching'. Through this all staff support children in a variety of ways in class through their daily teaching. This can be from visual prompts, word banks, seating arrangements, TA support and differentiated tasks etc.

If children are not making expected progress or not meeting age related expectation then they will receive intervention. This is usually small group work to help consolidate any learning they are struggling with. For example; Talk Boost in Key Stage 1.

The next step for children who still struggle or who are working well below age related is to assess using PIVATs. PIVATs is an assessment and tracking tool. It breaks learning down into small steps so that progress can be seen for all children.

This assessment helps staff to create a Learning Support plan. The plan will talk about the child's strengths and difficulties and focus on approximately 3 targets for the half term. These plans are shared with parents and the children.

As a school we also use the services of Acorns Psychology. Sarah Lucas, an assistant Education Psychologist will carry out a range of diagnostic tests to assess children who are causing concern. The reports and recommendations are shared with parents and next steps are formulated together.

When needed we use a specialist teacher from Acorns to carry out Dyslexia screening.

Access arrangements can be made for children with SEND when sitting statutory tests. This can be in the form of: having a reader, timed breaks, be granted additional time, sit exams in a quiet setting to help concentration.

All classes update a termly provision map which records the type of intervention a pupil is receiving, the focus, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions.

The progress of children who are on PIVATs is tracked using PIVATs online.

In the case of children with medical needs, specialist support, equipment and training is provided by IDSS and NHS (School nurse, Diabetes Nurse etc...).

Staff have received first Aid and Epipen training. Staff involved in working with children with Diabetes attend an annual training course at The Royal Preston Hospital.

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.

SEN Support Plans are produced half Termly or less depending on the circumstance and pupil. These plans are part of the 'Assess, plan, do, review' cycle. The school operates an Open Door policy with regards to any concerns a parent may have, as well as termly SENCO drop-in's to discuss any issues with parents.

Pupils' progress is monitored throughout the school and all teachers have Termly Pupil Progress meetings where the progress of children with SEND will be discussed. Pupils with SEN are monitored using PIVATs online and the extra support that they receive is shown on the school's Provision Map.

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 carries out Risk Assessments where necessary.

Doors open at 8:35am, there is a member of staff at the EYFS/KS1 and KS2 doors to meet parents and to hand over any messages to class teachers.

Home time is 3.00 pm; staff may stay with the children on the playground until 3.10pm if they have not been collected on-time. After that they are brought back to class to wait and a parent must sign the child out before taking them off the premises.

At playtime there are three members of staff on duty for EYFS, two members of staff for KS1 and two member of staff for KS2.

The lunch time break is supervised by trained welfare staff.

Teaching staff or trained sports coaches ensure the safety of children during P.E. lessons.

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

All staff are to be First Aid trained.

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 is aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff is 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. Medicine is kept in the main office or in the fridge in the staffroom. Only medicine prescribed by a doctor and in its original box can be given.

Care plans are passed on to the relevant Class Teacher and kept in the medical folder that has all the relevant information for the children in that class. A master copy is kept in SEN records.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff is familiar with what action to take in the event of an emergency. In addition, Diabetes and EpiPen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

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 in the School entrance there is a Parent Hub where parents can access the website or the Parent Portal.

School holds a ‘School Induction’ meeting for new starters in Reception prior to starting school. There are also Parent information meetings regarding transition to Key Stage 1 and Key Stage 2.

The School operates an Open Door policy and has two 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. At the end of the year the pupils receive a report and there is a return slip where parents can write any comments.

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

Parents can have their say about their child in Parent Evenings, Annual Reviews, SEN Support plan reviews. They may also make appointments with the class teachers, SLT or SENCO during term time if they have any concerns.

The school has a PTA and parents are invited to the annual general meeting in the Autumn term where there is the opportunity to volunteer to be a helper at events or take a more active role on the committee.

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 Head Teacher, Class Teacher, Nurture Leader can offer help with forms if this is required. We also have bi-lingual staff if needed to translate and explain forms.

There is a Notice board in each playground. These contain additional information of upcoming events or general useful information e.g. Drop in Centres etc.

We have a Parent Hub in the main entrance where parents can get online to access various services.

The SENCO holds termly drop ins for parents to discuss any concerns, there will also be termly Coffee Mornings for Parents of children with additional needs so that they can network and offer support to each other.

If a parent required a Travel plan to get their child to and from school this would be dealt with by the 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 a taster day and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.

Children with addition needs or EHCPs are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meetings which are held in the Spring term.

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

Kennington Primary operates a daily Breakfast Club and After School club available to all pupils. Details for both these clubs can be found on the school website or can be collected from the school office.

Weekly music lessons are available for Key Stage 1 and Key Stage 2 children. We currently offer; violin, drum and guitar lessons. There is a termly charge for the lessons.

During the Spring term there are opportunities for KS2 children to do Judo or Fencing before school. There is a charge for these clubs.

Teacher offer a variety of free after school clubs, details can be found on the website. These change termly and are free of charge.

Children entering the school during the school year are offered friendship buddies to help them settle into their new class.