



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Kirkham & Wesham Primary

School Number: 04039

School/Academy Name and Address	Kirkham and Wesham Primary School, Nelson Street Kirkham		Telephone Number	01772 682866
			Website Address	www.kirkhamwesham.lanc.sch.uk
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	Alison Culshaw Alison.culshaw@kirkhamwesham.lancs.sch.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 Jane Smethurst Head teacher		
Contact telephone number	01772 682866	Email	head@kirkhamwesham.lancs.sch.uk

Promoting Good Practice and Successes

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.kirkhamwesham.lancs.sch.uk		
Name	Kirkham and Wesham Primary School	Date	5.1.26

Accessibility and Inclusion

What the school provides

To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school via the Infant Department and Main entrance are on a single level and wide enough to accommodate a wheelchair if necessary. The office area has a lowered hatch area which is more accessible for disabled visitors. We have an accessible disabled toilet which is available for wheelchair users if the need should arise. Parking is on the street or to the back of the school with no designated disabled bay.

Information is available on the school website and via school dojo. Policies and procedures are on the school website and are given to parents when requested. We can provide different font sizes if necessary and would provide audio information if requested. We make personal provision for families with additional needs we are aware of.

All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. We gain access to any specialist equipment if necessary.

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. A range of ICT programmes are used to support children with SEN.

Every effort is made to ensure that specialist equipment is available to enable all children, regardless of their disability, to have access to the curriculum.

Teaching and Learning

What the school provides

- Early identification is essential. Where there are concerns, these are shared with the SENCo, parents and, where appropriate, the child. Staff will identify children's needs as early as possible, so that support is put in place, without waiting for more specialist assessments and advice.
- Tracking is used to ensure children will achieve their expected levels. We believe in high quality, first-class teaching and differentiation to meet an individual's needs. We look for gaps between expected progress and the real progress a child makes. We use this as a starting point for discussions as to what the next step for the child will be. We then use both group and individual interventions to address any gaps in achievement.
- If additional needs are identified, then, following a discussion with parents/ carers and where appropriate the child, an Individual Learning Plan (ILP) will be put in place. The plan highlights the needs that a child is experiencing and describes the interventions that will take place to address these needs, how often and where they will take place, such as in a small group. Parents and the child are involved in this process.
- Staff always try to maintain an open dialogue with parents. We have an open door policy and parents are encouraged to drop in to speak with staff. Any concerns can be considered quickly and effectively. We encourage parents/carers to help support their child's learning at home.

- Within the classroom, we are able to support and help children who have special educational needs by providing, for example, extra help from their teachers and/or adapting the curriculum so it is more accessible for the child. Teachers set suitable challenges and respond to children's diverse needs through their teaching and differentiation. Teaching assistant support is available in all classes.
- Children with SEN are encouraged to achieve their maximum potential in line with all pupils in our school. Children with SEN are monitored regularly and this is formally recorded and monitored regularly through their Individual Learning Plan.
- Staff receive training in order to fulfil their role to the highest possible standard.
- Staff are encouraged to keep abreast of current teaching and learning training and regularly attend professional development courses.
- Individual pupil progress is monitored, including the type and duration of an intervention programme. Throughout school we use our own internal monitoring systems which provides data and tracks the progress of our pupils with SEN.
- We have excellent links with SENCo's from the local secondary schools which ensures that at key transition times, close liaison can ensure a smooth transition between ourselves and the chosen secondary school of the child.
- We buy in support from Specialist Teachers and receive support when required.
- When sitting tests, children with SEN are supported in a number of ways, e.g. 1:1 support, rest breaks, application for additional time or a reader where allowed. Scribes can also be provided as can the opportunity for a child to sit the test in an appropriate area.

Reviewing and Evaluating Outcomes

What the school provides

- Each child on an EHCP has an annual review meeting. Parents and other professionals involved in the care of the child are asked to attend the meeting however if this is not possible then their contribution in written form is requested.
- The child is also asked to contribute to the review and express his/her feelings of how they feel that they are doing and what they hope for in the future. This will be done either verbally, in written format or through the use of IT or another format the child is comfortable using.
- A summary is provided for all involved after the meeting has taken place. This highlights targets for the future, any actions to be taken as a result of the meeting and recommendations about any changes in support going forwards. Amendments are then made to the EHCP.
- The school has a monitoring system in place to evaluate the effectiveness of any provision put in place for all SEN children. This includes progress meetings, monitoring and tracking of intervention programmes, talking with pupils and staff and evaluating provision maps and Individual Learning Plans.
- The school keeps a regularly updated list of all children who have additional needs in school and who require extra help / support. This list is updated termly
- Each child with special educational needs has an Individual Learning Plan (ILP) which summarises the child's strengths and also targets for development. It then outlines the support in place for them to help achieve their targets. These plans are written by the class teacher and pupil, with input from the SENCo, TA's and parents as appropriate. ITP's are monitored and reviewed regularly.

Keeping Children Safe

What the school provides

- The Head and other members of the teaching staff complete whole school risk assessments annually.
- Class teachers complete risk assessments for any educational visits of off-site activities using Lancashire Evolve. These are monitored by the EVC coordinator. They are also certified by the Local Authority.
- Subject specific risk assessments are carried out by the Head / subject leaders as required. E.g. DT, Science etc.
- Careful attention is made to child/adult ratios on school visits and children with specific needs have an appropriate adult identified.
- Supervision of children at break is carried out by a teacher supported by teaching assistants.
- At lunchtime a team of welfare staff are supported by teaching assistants who support the children with additional needs where appropriate.
- Parents can access the anti-bullying policy via the school website or on request from the school office.
- DBS checks are carried out on all staff in school.
- There are Designated Safeguarding Leads (DSL) in school lead by the Head teacher. Training is updated regularly for all staff and governors.
- Regular Health and Safety audits take place.
- We have an Anti-Bullying and Behaviour Policy. This is available on request and on school's website.

Health (including Emotional Health and Wellbeing)

What the school provides

There is a policy and risk assessment in place for the administration of medicine. All medicine is recorded with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. All medication is stored safely in locked areas and according to specifications. We will only administer medicine that is prescribed for four times a day or that is for a long-term condition.

Asthma cards and inhalers are stored in each classroom to allow immediate access when needed. An asthma log is also kept with it and this is completed by an adult when the inhaler is used.

Care plans are completed with parents and the school nurse if necessary. We ensure all relevant staff are aware of plans and that training has been provided where necessary. All care plans are reviewed annually, or more frequently if there is a change in circumstances

alongside health professionals and parent. Care plans are passed on to the relevant Class Teacher and the master copy is kept in the school office.

In case of a medical emergency, we would dial 999 and contact parents. Training for individual needs is done as and when necessary. We access support from the school nursing team for support in this.

The first aid training of staff is kept up to date. Any new member of staff will receive first aid training as soon as possible

We have separate protocols in place for children who have different medical needs or disabilities about which school have been informed and have care plans to cover.

Staff from Speech and Language Therapy, counselling services and Occupational/Physiotherapy come to school premises to support children.

Communication with Parents

What the school provides

- Communication with staff is explained at the EYFS induction meetings. For children who join school at a later date, this information is given on an initial visit. There is a notice board in the entrance porch showing photographs, names and designation of staff. This information is also on the website.
- School operates an open-door policy.
- School holds Parents Evenings, one in the Autumn and a second one in the Spring Term, when parents can discuss the progress of their child. A written report is sent to parents at the end of the school year.
- A Parental feedback form accompanies each child's annual report. The comments are analysed and feedback is given to parents based on the comments received.
- New reception parents are invited to attend an induction evening in the June before their child starts school, where they can meet staff and vice versa. Children have the opportunity to visit the school on a number of occasions through induction sessions.
- The induction process also includes visits to local nurseries / preschools.
- Children who have already been identified as having additional needs by their nursery / pre-school, are invited to a transition meeting before the child starts in September.
- Children who have ILP's have regular meetings with the class teacher to discuss the progress being made towards their targets and to set the future priorities for the child.
- Staff provide weekly class updates to parents via Class dojo
- The headteacher provides a weekly update which is available to all parents via Class Dojo.

Working Together

What the school provides

- Our school has a School Council that meets regularly throughout the term. These pupil representatives have the opportunity to influence specific elements of school life e.g. playground activities, fundraising etc
- In addition to the School Council, we also have an Eco committee, Fairtrade Committee and Prefects.
- Pupil voice is important to us and pupils are asked for feedback on curriculum initiatives and how provision can be improved.
- Parents are actively encouraged to get involved in the life of the school and are regularly invited to take part in a variety of activities, eg. Reading with pupils, supporting out of school visits etc. Parents are provided with opportunities to become part of the Governing Body and their involvement and commitment to this is valued.
- The Governing Body ensures that other agencies are involved in meeting the needs of pupils with SEN and supporting their families. The SEN Governor meets regularly with the Senco to ensure that the appropriate agencies are involved. We liaise regularly and meet with Speech and Language Therapists, Occupational Therapists, Physiotherapists, School Nurse, Paediatricians and Educational Psychologist.
- Each family signs a Home School Agreement prior to their child starting school which details clear information about roles and responsibilities on both the school and parent's part.

What help and support is available for the family?

What the school provides

- We are very supportive of families and employ a full time Learning Mentor who is available to offer any support and guidance needed to families. We know that some families need extra help with form filling and this can be requested from the class teacher or Senco who will endeavour to support parents or refer them to another school professional.
- The school has good links with Lancashire Information Advice Service who are also available to support families. Parents can request additional support or advice during the Annual Review and also at any time throughout the year.
- Additional information about upcoming events is made available to parents via Class dojo. It is also used to signpost parents to other groups, facilities and support that may be available in the local area.
- Information on school meals and educational matters can be coordinated through the school office.

Transition to Secondary School

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 transition from Year 6 to Year 7.
- When a child has specific needs, a member of our school staff can visit the new setting with the child and additional preparations can be made to ease transition, e.g. taking photographs and familiarising with rooms etc.

- Members of the secondary school staff and the SENCo are invited to attend SEND transition meetings within our school.
- The class teacher provides transition documents to the high school in the spring term once places are finalised.
- The class teacher liaises with the transition teacher from the high schools to share relevant information.
- The class teacher liaises with the SENCo to share information about children with SEND.
- PSHE work focusses around supporting children with transition.

Extra Curricular Activities

What the school provides

- We offer childcare before and after school. This is from 7.45am to 5.45pm and is provided by B & A Club. This is available to all children.
- There are a range of extra-curricular activities available for children in our school. Some are available to all children and others are age specific. Some of the activities are run by school staff and others are run by outside providers.
- All children in Year 4 are able to learn an instrument.
- To help children make friends, they are encouraged to take part in the clubs provided.
- The importance of friendship is also reinforced in PHSE work within the classroom and also through assemblies
- We provide a residential trip in upper Key Stage 2, this is tailored to meet the needs of all our pupils ensuring accessibility and inclusion for all. The cost of a residential visit varies but again we endeavour to keep costs to a minimum.
- Children entering Reception are assigned a Buddy from Year 1. This has been very successful in ensuring that the new children quickly become settled and make friends in their new school.

Feedback

What is the feedback mechanism?

- The school operates an 'open door' policy where parents are encouraged to speak with school staff regarding their concerns.
- Parent's evenings and review meetings also give parents an opportunity to raise any issues.
- Feedback can also be given via the school website, facebook, email and telephone.
- Parental questionnaires are sent out throughout the school year and feedback is given.
- Parents are encouraged to contact staff via Class Dojo