



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Kirkham & Wesham Primary

School Number: 04039

<b>School/Academy Name and Address</b>	<b>Kirkham and Wesham Primary School, Nelson Street Kirkham</b>		<b>Telephone Number</b>	<b>01772 682866</b>
			<b>Website Address</b>	<a href="http://www.kirkham.lancsngfl.ac.uk">www.kirkham.lancsngfl.ac.uk</a>
<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>X</b>			
<b>What age range of pupils does the school cater for?</b>	<b>4 -11</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Alison Culshaw 01772 682866</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>Mrs Rhiannon Jones Head teacher</b>		
<b>Contact telephone number</b>	<b>01772 682866</b>	<b>Email</b>	<a href="mailto:head@kirkhamwesham.lancs.sch.uk">head@kirkhamwesham.lancs.sch.uk</a>

## 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.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.kirkham.lancsngfl.ac.uk">www.kirkham.lancsngfl.ac.uk</a>		
<b>Name</b>	<b>Kirkham and Wesham Primary School</b>	<b>Date</b>	<b>1<sup>st</sup> November 2018</b>

**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@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

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 a parent notice board in the Junior playground, in addition to regular newsletters. 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..

## **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. Before starting at school, visits to Nurseries and Pre-schools are carried out by the SENCO in order to highlight children with specific needs. Meeting with families gain further information about any needs. All children are assessed on entry, further assessments undertaken if additional needs are identified. 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. A class teacher will complete a Cause for Concern form and meets to discuss this with the SENCO. Appropriate measures are then put in place to meet this need. This could include further assessment either internally or externally by a specific professional, e.g. IDSS, specialist teacher, Educational Psychologist, Speech & Language Therapist or Occupational Therapist.

A differentiated or individual curriculum may be put in place. Input will be monitored by an Individual Education Plan (IEP) set termly and monitored regularly by the class teacher and termly by the SENCO. If a target is reached new targets can be added before the end of a term.

Parents are invited into school each term to be involved in setting the targets and sign each one to show their agreement and cooperation.

For SEN pupils making very slow progress PIVATS are used to monitor and celebrate smaller steps of progress.

We have a high proportion of teaching assistants who work with identified children either 1:1 or in small groups and teachers plan accordingly to meet the needs of all of the children in their class.

We work with external agencies who advise on SEN issues and support us in using appropriate resources with the children. Staff are involved in any work carried out by external agencies too, therefore developing their own understanding and awareness of issues. We have several members of staff with expertise in different areas of SEN who disseminate key information and provide guidance to staff. These include dyslexia, speech and language and Autism. All staff receive appropriate training throughout the year. The SENCO oversees the SEN in school, ensuring that staff feel supported, children have access to the curriculum and parents are kept informed.

We carefully consider any children with SEN when testing is taking place and follow national guidelines in making adjustments where appropriate. Each year a thorough SEN audit of provision is carried out and information passed on to the child's next teacher. This also provides valuable information to organise groupings and allocation of support staff. 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. Our bank of resources is added to whenever advice is given and throughout the year we purchase new resources specifically for our SEN children or to support staff in delivering the curriculum.

### **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 as are any relevant external agencies. 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 also on the Provision Map. We regularly review the SEN register and make adjustments accordingly. Tracking is used effectively to ensure that progress is being made. Where there is concern that a pupil is not achieving expected progress targeted interventions are quickly identified and put into place.

## 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

We produce general risk assessments for all areas of school life, including the school grounds and areas for PE. These are completed in partnership with relevant staff. More specific risk assessments are undertaken as and when we feel these are required and necessary, including educational visits. The Lancashire 'Evolve' system is also used for this.

Pupils with a specific need have a Risk Assessment carried out by the Headteacher who may seek specialist advice for an environmental audit. Once a Risk Assessment is put into place it would be made available for all staff and displayed in the appropriate classroom and the staffroom.

At the beginning of the school day children come straight into school between 8.45am and 8.55am. All children in Reception are collected by an adult named by the parent in the induction programme and all Y1 and Y2 children are also personally handed over to an adult at the end of the school day. In Key Stage 2 children wait with staff to be collected by a parent. Some older children may walk home alone.

All children are supervised at break and lunch times by either staff, teaching assistants or welfare assistants. Risk assessments and care plans are adhered to at all times.

All policies are available from school on request.

## **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 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. 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. 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.

All support staff are kept regularly up to date with First Aid Training to ensure they are familiar with what action to take in the event of an emergency. In addition, Epilepsy and Epipen training has been provided by the School Nurse 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 school website has a list of all staff with their role within school, it also has a list of Governors.

We strongly value our partnership with parents and all class teachers meet with parents at the start of each school year to ensure that parents are familiar with staff and know who to contact in the case of any problems or concerns. Our Reception class operates a key worker system and parents are aware of who this is and their role. We operate an open door policy and actively encourage parental involvement.

We hold an Open Day for new pupils during the Autumn Term but encourage prospective parents to make an appointment so the Headteacher can personally show families round individually, during the school day so they can experience the school in action.

Parents are kept regularly informed on their child’s progress through termly parent’s evenings and Annual Review meetings. Reception parents are invited to half termly open afternoons to their child’s work can be seen and discussed. A written report is sent to parents at the end of the school year

Parent views are extremely important to us and parents are encouraged to bring any concerns to the school’s attention immediately so we can work together to resolve them. Parents are able to give formal feedback as part of the Annual Review process and as part of the Lancashire Parental Questionnaire

## 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



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, school librarian, 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?**

- 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**

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 Parent Partnership 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.

Our Learning Mentor has established links with many services eg. School nurses, Homestart, Women's Aid, and parents will be signposted to these services. We regularly support parents in accessing courses at The Zone.

### **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 Year 6 teacher and Senco hold meetings with the head of Year 7, Senco and Transition Co-ordinator for the feeder secondary schools. A summer term Annual Review is also held where the Senco and Transition Co-ordinator are invited along with any other professionals eg. Paediatricians, Speech and Language Therapists, Specialist Teachers etc. Following this meeting detailed transition plans are put into place which may involve the pupil making several additional visits to the setting. There is also a transition day for all pupils and an additional day for pupils with SEN.

IEPS, assessments and reports are also shared with the secondary schools. Liaison between schools continues into the Autumn term to ensure that the pupils make a successful 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 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. External agencies do at times use our school for activity weeks in the holidays, which are offered to our families. Parents are also signposted to the Holiday Club which runs at Pear Tree Children's Centre. Parents are made aware of the clubs through the weekly newsletter and school website.

We offer a wide variety of extra-curricular clubs and activities for all of our children. Some clubs run by external agencies incur a charge, however we are mindful of cost and try and ensure they are not too expensive. All clubs and activities are inclusive and if needed risk assessments are completed to ensure that all children can participate and extra staff provided to ensure children with SEN can attend.

We provide residential trips in Years 5 and 6 and these are tailored to meet the needs of all our pupils ensuring accessibility and inclusion for all. The cost of residential visits varies but again we endeavour to keep costs to a minimum.

We work hard to ensure that pupils develop positive relationships with their peers and 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.