



SEN and Disability Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

School Name: Samlesbury Primary School

School Number: 07051

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| School Name & Address | Samlesbury CE Primary School, Potters Lane, Preston, PR5 0UE. | | Telephone | 01772 877200 |
| | | | Website address | https://samlesburyceprimary.co.uk/ |
| Does the school specialise in meeting the needs of children with a particular type of SEN? | No | Yes | What age range of pupils does the school cater for? | 4 - 11 years |
| | X | | | |
| Name and contact details of your school's SENCO: | Mrs Louise Quayle mrsquayle@samlesbury.lancs.sch.uk Samlesbury CE Primary School, Potters Lane, Preston, PR5 0UE. 01772 877200 | | Date | March 2022 |

Accessibility and Inclusion

What Samlesbury provides.

Physical Access

- There are accessible parking spaces in the church car park. There is a designated disabled parking space next to the church gates. This then provides access without any steps into the main entrance. From here the remaining areas of the school building may be reached without steps.
- The main playground is accessible around the side of the school via one step, with a further five steps leading into the 'blue door' pupil entrance to the rear of the school. There are also four steps between the EYFS outdoor area and the infant classroom plus four steps from the playground to the Year 5/6 classroom, however all classrooms could be accessed without steps by going through the front of school or the Year 3/4 classroom.
- We currently have no disabled toilet or changing facilities in school.
- Further improvements in accessibility and in the school environment are outlined in the accessibility plan.

Accessibility of Information

- Information is shared with parents / carers in a number of ways including emails, a secure Facebook group, a Twitter feed, Class Dojos, telephone calls and

regular newsletters – both from Class Teachers regarding planned learning for that term and weekly updates from the Head Teacher.

- The weekly update is emailed to all parents / carers on a Friday. These can be enlarged or translated on request.
- School policies and procedures are readily available on the school website and others can be provided upon request. If necessary these can be enlarged or translated.
- We have a full-time Bursar who is able to speak to parents during school hours in person or on the telephone and can provide additional support and information.
- Other school staff are happy to explain information, support the completion of relevant forms etc. Staff can be reached in person at the beginning and end of the school day (when they are not teaching), by email, sending a message through the Class Dojo page or telephone.

Access to Provision

- At Samlesbury we strive to ensure that all children have equal access to all areas of the curriculum and provision we offer.
- Lessons are carefully differentiated with age-appropriate and ability-appropriate resources.
- A variety of teaching styles is used throughout school to engage all learners.
- Resources in school are clearly labelled and relevant to the needs/age of pupils in the class, with symbols / pictures or words to aid understanding where appropriate.
- Furniture is size and age appropriate, however, should a child have particular physical needs we will liaise with Occupational Health to try to provide alternative furniture.
- Where appropriate, specialised equipment such as pencil grips / coloured overlays will be used to aid pupils.
- We will endeavour to support any recommendations made by health professionals to enable children to fully access the provision we provide.

Teaching and Learning

What Samlesbury provides.

Identification and Assessment

- We hold at least termly pupil progress meetings during which the Class Teacher, Head Teacher and / or SENDCO will discuss the progress being made by all children in the school. This allows us to act quickly and put relevant support into place for any children causing concern for whatever reason. Some of these children may then be moved on to the school's SEND 'Watch In Brief' register for additional support and monitoring by the SENDCO. Please see our SEND Policy for more information.
- SEND is also identified as early as possible through Class Teacher observations, parental concerns, information from previous schools or nurseries or other professionals, such as health.

Provision & Curriculum Access

- Every pupil will receive quality first teaching with differentiated and appropriately resourced tasks.
- We have three full-time Teaching Assistants and one Apprentice Teaching Assistant.
- Teaching Assistants are deployed throughout the school where the need has been identified as being the greatest, but typically two Teaching Assistants are based in the infant class, one in Years 3/4 and one in Years 5/6.
- The Class Teacher will direct Teaching Assistants to support children as appropriate: this may include working 1:1 or delivering an intervention programme over a number of weeks.
- Each Class Teacher is responsible for timetabling the intervention identified at the pupil progress meetings. These timetables and intervention are then monitored by the SENDCo.
- This intervention covers a range of needs, from social and emotional to speech and language to a specific area of the curriculum, such as writing.
- These children are often not on our SEND register, but have been identified as pupils that would benefit from short-term support: they would be recorded on our Watch In Brief list and progress discussed with the SENDCo.
- In statutory tests, all necessary and appropriate adjustments/permissions are made including use of amanuensis, use of readers, extra time etc.

Staff Training

- All staff can access specific training to ensure their knowledge is relevant and up-to-date. This support may be provided from other staff within the school or from outside agencies, such as Specialist Teachers or health professionals, such as Speech and Language Therapists.
- The SENDCo holds the Postgraduate Certificate in Education (Special Needs and Inclusion), often referred to as the National Award for SENDCos.
- Training needs are discussed as part of the annual appraisal process, in which all staff partake, however should any staff feel they need further guidance or development as to how best to support pupils with SEND at different times of the year, they should approach the SENDCo / Head Teacher to discuss how their needs may be met.
- The allocation of Teaching Assistant support within the school is reviewed on a regular basis based upon the needs identified at each pupil progress meeting and the SEND register.
- Several of our Teaching Assistants have had specialist training for example training in: speech and language; lego therapy; comic strip and social skills.
- Should we have children in school with specific needs we will access the relevant support agencies to ensure staff are aware of how to best provide support.

Reviewing and Evaluating Outcomes

What Samlesbury provides.

- We hold annual reviews for all children with Statements or Education, Health and Care Plans (EHCPs). This involves seeking the view of all stakeholders

involved in the child's provision during the year including parents, school staff, health professionals (such as Speech and Language Therapists or Occupational Therapists) and most importantly the child themselves. We support the child in reviewing their learning and help them to identify areas with which they may need support over the forthcoming year.

- A meeting will then take place (to which all the above stakeholders will be invited) and time will be spent reviewing progress before moving on to set new, challenging, yet appropriate targets for the forthcoming year.
- The at least termly pupil progress meetings held between the Class Teacher, Head Teacher and / or SENDCo enable us to make accurate assessment with regards to the progress made by all pupils with timely interventions being put into place. The Class Teacher and SENDCo will work closely to ensure any interventions are effective and making a positive difference to the child.
- External agencies are involved with some of our children and we fully support their visits to school to carry out additional monitoring and evaluation of the programmes we have been asked to deliver.
- The SENDCo regularly reviews the intervention programmes we have in place to ensure they meet the needs of the children. Should there be gaps, the SENDCo will investigate the purchase of better suited interventions or support programmes.

Keeping Children Safe

What Samlesbury provides.

- All staff receive annual child protection / safeguarding training. The Designated Safeguarding Lead is the Head Teacher and the SENDCo is the Deputy Designated Safeguarding Lead.
- The Head Teacher ensures risk assessments are carried out as required, though these may be done by any member of staff.
- Parents and visitors park in the Church car park which is easily accessible from school through the Church grounds. The school car park should not be used during the school day due to its small size and for health and safety reasons.
- Staff are on hand at the start and end of the school day for handovers. The school Bursar and Head Teacher are available during class time when other staff are teaching.
- We will provide additional support as required for any child identified as needing it, eg higher staff:pupil ratios on school trips or in PE lessons, ensuring staff are briefed on medical needs, such as inhalers.
- Pupils are kept safe through close supervision, risk assessments (if appropriate), class and school rules and high staff:pupil ratios on trips.
- Our school has electronic security pads on all gates to the playground. The gates are locked each day between 8.50am and 3.10pm. The main entrance is accessible during the day, but the two internal doors leading into school are only accessible using an electronic key fob. Any visitors to our school must be received by a member of staff, sign in the visitor book and wear a visitor's lanyard.
- At the end of the day, staff release children from their classroom doors and ensure they go straight to their nominated adult. Some children go home in a

taxi and will be escorted into the taxi by a member of staff. The parents of these children must arrange this in advance and provide written confirmation.

- Details of our anti-bullying policy can be requested from the school office.

Health (including Emotional Health and Wellbeing)

What Samlesbury provides.

- The majority of our staff are trained in first aid, including paediatric first aid.
- A first aid box is kept in the kitchen along with an accident log.
- Teachers are informed of any child who has been injured during playtimes so that they can continue to be monitored in class.
- Parents / carers of any child who has bumped their head will be informed at the end of the school day.
- In the case of a medical emergency, more than one first aider would be called, along with the Head Teacher and a decision will be made as to whether or not to call an ambulance. Parents will be informed at the earliest opportunity.
- On every school trip a risk assessment is carried out and a first aid box is always taken.
- Should a child require a care plan, we work with health professionals and parents to ensure that we make it relevant and manageable. Given the size of our school, this would then be shared with all staff.
- We only administer prescribed medication which is kept in a locked cupboard / the staff fridge and administered by staff with paediatric first aid training.
- If a child needs support from a physiotherapist / occupational therapist / speech and language therapist they may be seen in school and a support programme may be left for staff to deliver.
- We have access to the School Nursing team.

Communication with Parents

What Samlesbury provides.

- Samlesbury communicates with parents by a weekly update, distributed as an email.
- We also communicate through emails, letters, telephone calls, Class Dojo and social media.
- Each class teacher will provide information explaining to parents the key areas of learning that will be taking place at the start of every term.
- The school website lists staff and their job titles.
- The school website lists current governors and lists positions of responsibility assigned to each governor.
- We have an Open Door policy and actively encourage our parents to talk to us. The Head Teacher and Bursar are available during lesson time when other staff are teaching, however teaching staff are available at the beginning and end of the school day should parents want to speak to them briefly. For a

more detailed conversation, parents / carers are asked to make an appointment with the staff member.

- We do not offer specific Open Days because we believe that every day is an Open Day at Samlesbury School and prospective pupils and parents are welcome to visit at a time that is convenient to both them and the school.
- We hold parents' evenings in the Autumn and Spring Terms, then send home a written report during the Summer Term to inform parents of progress, followed by a drop-in session after school. Parents are very welcome to meet with teachers at any time in the year.
- Parents are invited to give feedback both formally and informally, which is done in a variety of ways, for example we may gain information through informal chats or send out a written questionnaire to gain more official feedback.
- We have two parent governors on the Governing Body and an active PTA (FOSS) who provide feedback at their meetings. Members of staff endeavour to be present at these meetings.

Working Together

What Samlesbury provides.

- We have an active School Council, Ethos Council and Eco-Council at which children are encouraged to take the lead for coming up with and developing their ideas. They will then share their decisions with their classes and have been responsible for numerous events in school, such as the running of various charity events, evaluation worship sessions or energy saving initiatives.
- The School Council also give a presentation to the Governing Body once a year informing them of their actions and plans.
- Children lead our Celebration Worship each Friday.
- Parents are encouraged to get involved with the life of the school. We have parent / Governor / Friends of Samlesbury School volunteering to help with areas such as the library, listening to readers or supporting on school trips.
- We have two Parent Governors and elections are held when their time in office (four years) has come to an end. These are done in a fair and open manner.
- We have an active PTA (FOSS) who organise various money-raising and fun events during the course of the year, such as a Christmas Fair, film nights, disco. Their support is very much appreciated and benefits the children through the resources and experiences their fund-raising provides.
- The Governing Body entrusts the involvement of other agencies, such as Specialist Teachers or health professionals, to that of the SENDCo and Head Teacher.
- The SEND Link Governor is experienced and knowledgeable, having attended various training to support her in the role.
- The Link Governor and SENDCo meet at least termly to discuss SEND.
- Samlesbury has close links to the neighbouring church, St. Leonard the Less. The vicar/ reader lead church services at key times in the year and lead worship within church / school on a regular basis.

What help and support is available for the family?

What Samlesbury provides.

- Should parents need help and support when completing forms and paperwork, we will endeavour to provide this or will put them in contact with external support services if it is more appropriate.
- The content of the forms and paperwork will determine which staff help the parents. In the first place, the parents should approach the Bursar.
- Should a family need additional support to that which the school can provide, then school staff will endeavour to find appropriate support services.

Transition to Secondary School

What Samlesbury provides.

- We actively support our pupils in preparation for secondary school by developing key skills, such as giving all Year 6 pupils the opportunity to give a presentation to the whole school and supporting them in finding ways to become more independent learners.
- All of our Year 6 pupils are encouraged to attend the taster day(s) at their chosen secondary school.
- We also encourage secondary colleagues to come into Samlesbury to meet our Year 6 pupils moving to their schools in order to make the taster day as positive an experience as possible.
- For children with SEND, staff would liaise with the SENDCo of the secondary school to ensure a smooth transition, eg putting a transition plan into place if this is appropriate.

Extra-Curricular Activities

What Samlesbury provides.

- We provide a breakfast club from 7.45am each school morning, run by school staff.
- We provide an after school club from 3.15pm until 6.00pm each day, run by Cool Kidz.
- There is a range of extended learning opportunities available to the children at Samlesbury from sport to computing. Some of these activities have cost implications.
- We offer a variety of free after school sporting activities throughout the year and take part in a number of inter-school sporting competitions.
- We have an active Schools Council, Ethos Council and Eco-Council which meet regularly and all children are invited to volunteer to take part. In addition we have a Head Boy and Head Girl plus Sports Captains, positions our Year 6 children are encouraged to apply through a whole school presentation.

- We have a strong set of Christian Values which we promote throughout the school. Among other things, the values encourage children to be kind and friendly to one another. All pupils are encouraged to complete nomination slips when they see other pupils demonstrating these values around school. The nomination slip is then glued into the Golden Book by Year 5/6 pupils and the nominee is presented with a golden ticket during Friday's Celebration Worship.
- We have a friendship bench which was designed and decorated by children attending a nurture group. All children within the school know that they should sit on this bench if they are feeling lonely or need someone to play with and our children are excellent at spotting anyone sitting there, then including them in their play.

Feedback

The Feedback Mechanism at Samlesbury

- Feedback can be given to school in a variety of ways – through email, Class Dojo, telephone, letter and in person.
- Any feedback we receive will be shared with relevant staff individually or, if appropriate, at weekly staff meetings.
- We aim to respond to feedback as soon as possible in a positive manner.