



Scotforth St Paul's C of E Primary & Nursery School

"Let faith be your shield"

Single Equalities Plan 2018-19

Statement of principles

This policy outlines the commitment of the staff, pupil and governors of Scotforth St. Paul's Primary and Nursery School to ensure that equality of opportunity is available to all members of the school community. For our school this means not only treating everyone the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Scotforth St. Paul's Primary and Nursey School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential-irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

"We are not all the same, but we should be treated the same."

Y3 child

One of our school aims states: "Pupils positively understand their worth and potential and that of others."

Ofsted said, "Pupils with special educational needs and/or disabilities, including those with autistic spectrum disorder or other complex conditions, make excellent progress alongside their peers."

Our School Context

- We currently have more boys than girls in school. There are 80% of schools nationally with more girls than us.
- 15% of children in school are from backgrounds other than white British. 10% of children at St. Paul's have English as their second language.
- Currently all staff members are white British. A small percentage of the governing body is made up of other ethnic groups.
- School, now has children from many countries with at least 10 different languages spoken.
- 13 pupils have a known disability
- 2 members of staff have a disability.
- The school is partially accessible to people with a physical disability. Whilst we have a set aside area for a lift shaft there is currently no way to access the upper KS2 area for wheelchair users.
- In the last couple of years we have had more children from African countries/China attending school for up to 2 years whilst 1 or both parents study or work at the local University.
- We currently have no children in care attending school.
- We have children attending our school from at least 4 faiths and have families with no faith.

Ethos and atmosphere

- At Scotforth St. Paul's Primary and Nursery School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere that welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around school are of a high quality and reflect diversity across all aspects of equality of opportunity.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with staff, governors and parents.

Monitoring and Review

Scotforth St. Paul's Primary and Nursery School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils including:

Attendance/attainment/exclusions-analyse by ethnicity, gender, fsm and disability/SEN

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Scotforth St. Paul's Primary and Nursery School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit a suitably qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors:

Applications for employment

Attendance at training events including a sheet that asks for feedback.

Staff appraisal

This information remains confidential and is held by the head teacher.

We have identified the following issues from analysis of the data:

Currently no governor information collected.

Staff profile does not include ethnicity

Due regard is given to the promotion of equality in the School Improvement plan. The person with overall responsibility for the monitoring and evaluation of the policy and action plan is Mrs A. Aylott. Their role is to:

- Lead discussion, organise training, update staff in meetings, support discussions.
- Work with the governing body on matters relating to equality.
- Support evaluation activities that moderate the impact and success of this policy.

Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them to live in a diverse society.
- Use materials that reflect a range of cultural backgrounds without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Promotes attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Ensure the curriculum covers issues of equality and diversity.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Identify resources and training that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher motivation is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- We will place a high priority on the provision for SEND.
- Teachers will meet all pupils' learning needs including the most able by carefully assessed and administered programmes of work.
- We will provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment both internal and external, including displays and signage.

Curriculum

At Scotforth St. Paul's CE Primary and Nursery School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.

Resources and Materials

The provision of good quality resources and materials within Scotforth St. Paul's CE Primary School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of males and females in society.
- Include non-stereotypical images of all groups in a global context.
- Be accessible to all members of the school community.

Language

We recognise that it is important at Scotforth St. Paul's CE Primary and Nursery School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups.
- Creates the conditions for all people to develop their self-esteem.
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports coaches) by providing them with guidelines drawn from this policy.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Scotforth St Pauls Primary and Nursery School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.
- Gypsy, Roma and traveller children.
- Advanced bi-lingual learners.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and traveller, refugee and asylum, seeker pupils.
- All pupils are encouraged to consider the full range of career options without discriminatory boundaries placed on them (whilst acknowledging that a disability may impose some practical boundaries).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at each key stage where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training which will increase awareness of the needs of different groups of people.

Staff recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in staff inductions.
- All temporary staff are made aware of policies and practices.

Partnerships with Parents/Carers/Families and the wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the school community are encouraged to join in school activities.

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The head teacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support.
- The head teacher has day to day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote a collaborative and inclusive ethos in the school. All staff will challenge inappropriate language and behaviour and report it to the head teacher.

- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure that all visitors to school adhere to our commitment to equality.

Commissioning and procurement

Scotforth St. Paul's CE Primary and Nursery School will ensure that we buy services from organisations that comply with equality legislation. This will be a factor in any tendering process.

The measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

This policy will be available on our website and in paper format if requested by a parent. The policy is given to all new members of staff and is available in the staffroom for all staff/visitors to read. All governors will receive a copy of this policy.

Annual Review of progress

We are required to report annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled pupils, including access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the legislation and which will then formulate the basis for the subsequent annual action plan.

<u>2018/19 actions</u>
The legal requirement is to publish at least 1 objective. We have chosen to have 2 objectives this year.
Narrowing the gaps: To narrow the gap in attendance rates between SEND children and other children throughout the school.
Fostering Good Relations: To promote and enhance relations to involve all parents in supporting their child's education.



Scotforth St Paul's C of E Primary & Nursery School

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Scotforth St Paul's C of E Primary & Nursery School SEN Information Report 2018-19

This report was compiled during the first half of the autumn 2018. It is the result of consultation with staff, parents of children with SEN/D (Special Educational Needs/Disabilities) & governors.

SCOTFORTH ST PAUL'S IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Scotforth St Paul's C of E Primary & Nursery School, children are identified as having SEN/D (Special Educational Needs/Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: NFER, CAT4, DEST (Dyslexia Early Screening Test)
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo/HT (Special Educational Needs/Disabilities Co-ordinator) Mrs Aylott, Deputy Headteacher/ KS2 lead (Miss Huddleston) or Assistant Head/ EYFS/KS1 lead Mrs Atkinson. Mrs Atkinson is the SENDCO support and is available for advice, especially re paperwork! Appointments can be arranged in person via the office, by phone or by email. Please see the school contact details on the website www.scotforth-st-pauls.lancs.sch.uk

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEN/D in their class to ensure that appropriate progress is made in every area.
- Our SENDCo oversees the progress of any child identified as having SEN/D along with the regular tracking of all pupils' progress that takes place by subject leaders in core areas.
- There may be a TA (Teaching Assistant) working with your child either individually or as part of a group. In the case of a high level of need a child may have a named TA on their ILP. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning reviews. (ILP, Individual Learning Plans)
- Outside agencies may be involved with your child including Specialist teachers and/or the Educational Psychologist. This may be to support assessment or to work directly with your child. We have access to teachers of children with hearing and visual impairments who come into school once each term.

3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this could be part of individual learning review meetings or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCo/SENDCo support to discuss support in more detail if required. ILPs (Individual Learning Plans) will be shared with you and your child (age appropriate).
- You will receive copies of all reports from Specialist Teachers.

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the class-teacher and SENDCo.

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website or as a 'hard copy' from the school office.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office (which is available on our website).

- On a day-to-day basis, the administrative staff or class teacher generally oversee the administration of any medicines. Another member of staff will always witness any administration. However in the case of a controlled drug e.g methylphenidate it will be one nominated member of staff or the HT. Medicines are kept in a locked cabinet in the HT office.
- As a staff, we have training and updates on conditions and medication affecting individual children, so that staff are able to manage medical situations as necessary- e.g. use of epi-pens.
- Many staff hold first aid qualifications, including paediatric first aid, which are updated regularly.
- We are a nut-free and kiwi-fruit - free school as members of our school are allergic to these items.

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and rewards policies available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with Lancashire's IDSS Inclusion Services and other schools within the Lancaster and Morecambe Headteacher cluster. The school has an adopted attendance policy agreed with the Local Authority. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the PAST (Pupil Attendance Support Officer) or Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of 100% certificates individually.
- The school are also able to support families in making contact with other agencies which can provide appropriate support. This may include Barnardo's, local parent support adviser or Lancashire's Parent Partnership officers.
- Parents are updated each half term on their child's progress including behaviour, effort and attitudes towards school/learning.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have ILPs or IBMPs discuss their progress and targets when these are reviewed (age appropriate). If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey. In Upper KS2 they complete written learning logs.
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers. Y6 in particular hold very many responsible roles throughout school. All Y5 and Y6 are buddies to children in YR and Y1.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility policy, although we are built on a hill and in a largely Victorian building.
- School has a ramped access to main entrance which allows wheelchair access to KS1, hall and lower KS2 teaching areas (hall and lower KS1 via outdoors).
- Clearly marked disabled parking space in car park.
- Lighting from car park to school building is efficient. Hall and classroom lighting recently upgraded to LED.
- Colour of floor coverings contrast with colour of walls.
- There is a clearly labelled sign at main gate indicating we are pleased to help anyone with a disability requiring assistance.
- Clear signage and lighting inside and outside school.
- There is provision of a shower, toilet and changing room for disabled use with emergency call cord.
- EYFS and KS1 classrooms all have doors installed to provide a minimum 800mm clear opening width with large vision panels and door handles at an appropriate height, as are light switches and power sockets.
- Floor finishes are selected to allow for wheelchair use and to be acoustically absorbent.
- As a Victorian building, false ceilings are installed along with double glazing to improve acoustics in EYFS and KS1. KS2 also has double glazing.
- School encourages families looking for a school place to visit school and if needed to complete an environmental audit with advice from the Health visitor etc.
- All letters are now available electronically so that parents can blow them up to aid vision.
- All classteacher's support children with a disability to participate fully in the school's curriculum including making changes to classroom layout, support during swimming lessons and changing P.E. lessons to make them accessible to all.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

The Christian ethos of St Paul's is that every child is loved and valued as a unique child of God. Additional classroom support is provided for children who need it in a variety of ways including:

- Every pupil receives quality first teaching from outstanding staff.
- Experienced and well qualified teaching assistants work in every class for at least 1 session each day to support children's learning in small groups and/or 1:1 as required to support children with additional needs.
- We have a variety of other adult volunteer helpers, including parents and ex-staff.
- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be different levels of challenge set for the class, however on occasions this will be individually differentiated.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.
- Children with SEN/D will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, wobble cushion, ear defenders, vision aids etc.
- In statutory tests, all necessary adjustments/permissions are made including use of amanuensis, use of readers, extra time etc.
- The SENDCo reports to the Governors regularly to inform them about the progress of children with SEN/D and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times. SEN/D is a standing item on the Curriculum, Standards and Effectiveness Committee agenda. The governor with responsibility for SEN/D is Mr Weatherill, Chair of Governors.
- The governors agree priorities for spending within the SEN budget through the SEN/D SDP (School Development Plan) with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- We aim to ensure that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers. Many of our children with SEN/D do as well as, and sometimes better than the national average.
- By reviewing children's targets in ILPs and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Support Register when they have made sufficient progress – parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home. This is in addition to three formal opportunities for meeting with the staff at parent / teacher afternoon and evenings. These take place in December, April and July.

- Every child has a home/school reading record where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible.
- Family learning activities are held for all parents at a variety of times of year e.g. phonics training sessions, maths calculations evenings, E-safety day and parent sessions.
- Your child may have an Individual Learning Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in this learning conversation.
- When your child's ILP is reviewed, comments are made against each target to show what progress they have made.
- If your child has complex SEN/D they may have an EHCP (Education Health Care Plan). In such instances, in addition to the ILP, a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a termly basis. (Summative assessment).
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed (formative assessment). This happens on a daily and ongoing basis. As a school, we track children's progress from entry at Year N/R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- Pupil Progress Meetings are held each term between each class teacher and subject leaders. In these meetings, a discussion takes place concerning all children's progress, especially any children who are not making expected progress and remedial actions are discussed. The SLT (Senior Leadership Team) also discusses the findings and actions.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, and various standardised assessments, such as Single Word Reading/Spelling tests.
- The Headteacher /SENDCo reports regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions. They also report back to the Governing Body (see section 6).

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school provides access to extended services through the provision of an outstanding before and after school club run by Scotforth ASC (see website for link). We also offer a variety of clubs during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.
- Through the local cluster all children take part in sporting events including seated volleyball and wheelchair basketball.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the Headteacher and EYFS staff hold a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other. Home visits are offered as part of induction.
- A transition form is sent to all pre-schools and other schools prior to children transferring to Scotforth. The Assistant Headteacher/Teachers will visit settings where it is felt there is a need.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child already attends our nursery they will already have some familiarity with school, its staff and routines, however we still take lots of care to ensure a smooth transition.
- If your child has complex needs, then an EHCP (Education and Health Care Plan) review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEN/D is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. For SEN/D children's transition, depending on the child's needs, a separate transition plan is put into place to allow the move to be as smooth as possible. This may include the SENCO and Y7 Year Leader at the secondary school being invited into Scotforth to meet the child, and /or attend the annual review meeting (if statemented or has a EHC plan), information being shared and extra day visits to the secondary school being

arranged. Y6 children visit our feeder schools for a taster day in June of Y6. Information on open days to various secondary schools is displayed in the school porch and also put onto the weekly newsletter.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the school we have a culture of sharing our practise and expertise; this enables us to ensure our staff has as much knowledge as possible within the field of supporting children with SEN/D.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Inclusion Disability Schools' Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, SALT (speech and language therapists,) occupational and physiotherapists; Children's Services including: Family Support Workers, social workers; educational psychologists, VI and HI team and specialist advisory teachers.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- The specific training held by support staff includes: Wave 3 interventions and ELKAN and Wellcomm (Speech and Language) training and ILS reading. We do not have anyone who is trained in Makaton.
- The school also operates an internal training programme for support staff, facilitated by the SLT (whole group sessions or bespoke support based upon the needs of both children and staff).
- SENDCo support has at least termly training with a cluster of local schools.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance.
- General information relating to SEN/D can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website.
- Further information is available from the SENDCo (Mrs A. Aylott) Deputy Headteacher/ KS2 lead (Miss S. Huddleston), Assistant Head/ EYFS/KS1 lead Mrs R. Atkinson and in exceptional circumstances, the SEN Governor, Mr K. Weatherill.
- The school has a complaints policy, which is available on the policy page of the school website.
- You might also wish to visit the following websites:

- [Lancashire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx](http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx)
- Contact Parent Partnership Service: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/parent-partnership-service.aspx>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Office (Mrs A. Malin or Mrs Pierce) for further information about the school and to arrange a meeting with the head teacher, in the first instance.

[Telephone: 01524 65379](tel:0152465379)

Email: bursar@scotforth-st-pauls.lancs.sch.uk or admin2@scotforth-st-pauls.lancs.sch.uk

If you would like help with accessing a larger print version of this document or having it read to you, please ask and we would be pleased to help.