



SEN and Disability

Local Offer:

Scotforth St. Paul's Primary and Nursery
School

School Number: 01006

School Information

School name and address	Scotforth St. Paul's CE Primary and Nursery Scotforth Rd, Lancaster, LA1 4SE	Telephone Number	01524 65379
Website address	www.scotforth-st-pauls.lancs.sch.uk		Age range 3-11
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Name and contact details of school's SenCo: Alison Aylott head@scotforth-st-pauls.lancs.sch.uk 01524 65379	

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 (e.g. ancillary aids or assistive technology?)
What the school provides

The school is built on a steeply sloping site. There is a mix of 1 and 2 storey buildings. KS1 is accessible to those who use a range of mobility equipment. The hall is accessible through external doors onto the yard. A steep ramp connects the two playgrounds and allows access to part of the KS2 building only. Access from the ramp through the SEN room leads to a lift shaft (that in the future could give access to the library and upstairs classrooms.)

There is an accessible parking space for the public and disabled persons.

A spacious disabled toilet is available with a shower if required.

Furniture is of age appropriate height for the age of children being taught in each classroom.

The school has a range of ICT programmes for pupils with a range of SEN in addition to headphones, computers and an interactive whiteboard in every classroom.

Specialist equipment including visual aids are loaned from the VI team. School has all required policies and guidance in place. These are based closely on Local Authority model policies and guidance modified to account for individual school circumstances. These can be accessed from the school website or from the school office. For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. School aims to ensure that all communications in written format are clear and concise, but will inform parents, carers and families verbally where appropriate.

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 of SEN is essential. Intervention is initially provided through a whole school approach to assessment and evaluation of progress. Class teachers fill in a concern sheets to show children's strengths and areas of concern.

Parents are supported to fill in DLA forms and encouraged to support the CAF/TAF process.

The school is proactive in seeking the views of parents at the earliest opportunity to discuss concerns and enlist their active help and participation in working together to meet their child's needs.

Teaching assistant support is deployed according to children's needs, for example, where one to one support may be required for a child with a physical disability or where there are a number of children requiring specific interventions.

Training is provided as required for individual teaching assistants as well as all teachers and teaching assistants. There is a team approach to SEN where staff are mutually supportive.

First aid training is provided as well as training for specific medical needs as required e.g. Epipen, manual handling.

Class teachers assess and monitor children's progress with the SENCO and enlist the help of outside agencies as required. Children's interventions are detailed on an ILP (Individual Learning Plan) which is evaluated at least termly.

External support for children and staff is provided by specialist teachers from Inclusion Solutions/Hi/VI/SALT/PD teams for a range of needs including speech and language, emotional, social and behavioural needs. This enables the school to be as

inclusive as possible and use appropriate strategies informed by specialist input and assessment to accurately meet the needs of children and ensure they develop as independent learners. Specialist teachers play a key part in the evaluation of strategies and next steps when appropriate.

In addition to support from the school nurse, the school has convened meetings with medical professionals and parents e.g. clinical psychologists, hospital doctors, school doctor to plan how best to meet the needs of children with complex medical conditions. Equipment, including specialist equipment for children with a visual impairment is provided either through the school's resources or, when high cost, through the Local Authority e.g. computer monitor/magnifier etc.

Reasonable adjustments are made for children during tests and SATs. Extra time is provided as per the regulations as well as applications made for special consideration as appropriate. SEN children may take the tests in a quiet room away from the classroom to aid concentration and where rest breaks can be given. Readers and scribes are provided for dyslexic children in line with classroom practice.

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 and all professionals involved with meeting the needs of a child with an EHCP contribute to Annual Reviews and receive copies of all reports and paperwork. The child is invited to join the meeting and share their views.

Outcomes of intervention are evaluated and reviewed at least termly.

Provision maps and next steps are shared with the SENCO and Headteacher.

The effectiveness of provision is evaluated through measuring the impact of intervention on pupil progress.

Children with SEN and or a Disability are highlighted on tracking information.

Additional meetings may be held with parents and external agencies through the year as required.

All parents of children with an ILP are invited into school termly.

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

General risk assessments are carried out by the headteacher.

Risk assessments for children starting school with SEN are carried out prior to them starting school. A meeting is held between the school, parents and early years/current school setting to inform this assessment.

Risk assessments relating to an individual child's needs may be carried out by external agencies e.g. the use of an electric wheelchair or mobility aids. In these cases, a detailed audit of the school will be carried out by a specialist e.g. physiotherapist, occupational therapist, specialist teacher.

There is an 'open door' policy at the beginning and end of the school day. Parents may speak to the learning mentor from 8.45am with the school day beginning at 8:55am. This facilitates effective handover time from family to school. At the end of the day, the teacher or teaching assistant is available to handover from school back to family. When appropriate, a handover notebook is provided e.g. in the case child requiring medication for a medical condition.

All children are supervised out of the school building and to parents/carers by their class teacher and teaching assistants in line with safeguarding procedures.

There is a disabled parking space situated on the staff car park with level access to the office/school building.

Supervision at break time is provided by a teacher and teaching assistants. When required, one to one support is provided at break time for those children who require it e.g. children with a physical disability or those who find relationships with their peers challenging. At lunchtime, welfare staff, together with teaching assistants provide supervision together with senior staff.

All school visits are risk assessed and some processed through the "evolve" system. Risk assessments are attached to forms, checked by the educational visits coordinator and delivered by group leaders/responsible staff. A trained first aider accompanies every educational visit.

The school policy on safeguarding is very clear. It is inclusive and comprehensive and specifies additional requirements for SEN children.

The school's anti-bullying policy is available on the school website and paper copies are available 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

Medication is routinely administered by the Headteacher, Deputy Headteacher or School Business Manager but in emergencies may be administered by other

members of staff. □

All medication is kept under lock and key in the school office unless it requires refrigeration in which case it is stored in the staffroom refrigerator.

For the safety of all children, children may not carry medicines in school (inhalers are kept in children's drawers).

Medication is clearly labelled with the child's name. Names are checked carefully and instructions read before a record of any administration is completed.

Instructions for administration are kept with the medicine or Care Plan.

A Care Plan is drawn up in conjunction with parents and medical professionals. A meeting is called in school when the plan is agreed and signed by responsible staff.

The Headteacher agrees all Care Plans personally. Care Plans are held by class teachers and copies are available in the staff room and heads office and reviewed by the school nurse at least annually unless circumstances change.

All staff are briefed about children with medical needs. Additional training for staff or first aiders may be given by the school nurse or specialist nurse practitioners.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment and send for a first aider. The first aider will make the decision regarding treatment on the spot or whether to call for an ambulance.

The Headteacher is contacted immediately. In the event of a serious incident, an ambulance is called immediately along with the emergency contact adult.

The school does not have any health or therapist in residence. Any service can make an appointment to visit a child in school, with parental permission and subject to the school safeguarding protocols.

There are regular visits from the school nurse, speech and language service, educational psychology service and a CAMHS worker.

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 (e.g. 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?

How can parents give feedback to the school?

What the school provides

A full staffing structure is available in the school prospectus which is available on the school website. All staff and governors have their photographs on display by the school office.

Parents and carers are welcome into school. Parents can have direct daily contact with staff. The headteacher and learning mentor stands at the school gate every morning and is available to speak to parents then. Appointments are made for specific meetings; however, if a parent arrives unannounced we do our best to accommodate them. Staff are always proactive and will seek meetings with parents if there are specific concerns at any given time or if they have noticed any changes in a child’s work or behaviour.

There are parents’ evenings in the autumn and spring terms to discuss children’s progress. An “open classroom” is offered following receipt of end of year reports where parents can speak to their child’s current or next year’s class teacher. See also the section on teaching and learning above.

School seeks parents’ views and feedback anecdotally through the school comments box and are signposted to the OFSTED parent view website.

The school holds an open day for prospective parents in the autumn term as well as events relating to secondary school choices, curriculum information evenings and opportunities for parents to share class work in progress. There is a ‘FOSSY’ Parent’s and Teachers Association and parents/carers and families are encouraged to actively support and participate.

A response form sent out with end of year reports offers parents the opportunity to feedback on their child’s progress over the school year.

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

A School Council, internet safety and Eco-Team provide opportunities for children to

contribute their own views and plan school events.
Children's views are sought on a range of aspects of school life e.g. curriculum discussions and worship.
Annual reviews invite parental comment regarding their child's education. There is a PTA and parents/carers and families are encouraged to actively support and participate.
Parents are members of the governing body through Diocesan and Ripley Trust appointments as well as through parent governor elections which are held when a vacancy arises.
The governing body is proactive in supporting the school in its work.
Home School Agreements support SEN children and their families in fundamental points.

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

Help with completing forms and paperwork is available from the Headteacher, SENCO or class teacher. This is offered as appropriate; sometimes it happens at parent's request.

The school is proactive in signposting parents to other agencies who can offer support e.g. Local Authority services such as Parent Partnership. Parents have been supported to fill in paperwork for DLA.

Signposting and referrals are usually made by the Headteacher, SENCO or Learning Mentor.

Children who may require a travel plan will have this arranged through the Local Authority with input from the school. The school will ensure there is a contact person for liaison with the transport at the beginning and end of the school day. The child will be taken to the vehicle by a teaching assistant.

Transition to Secondary School

What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

Children transfer to a number of local secondary schools. The following provision is for all children:

A structured programme of transition provided by the year six teacher and teaching assistants during the summer term.

Visits by the children to their receiving school. Visits to year six by secondary school staff.

Good relationships have been established with the local schools so that all year six

children visit some of them to see performances or take part in teaching and learning activities. All children respond to a questionnaire about transition. From this, a group of up to ten children who may be more vulnerable at the point of transition take part in school sessions led by the Learning Mentor. Past pupils now at secondary schools visit and share their experiences.

In addition, for SEN children:

Opportunities to meet with receiving SENCO and support staff who will be working with them at their secondary school.

Additional visits to secondary school with a buddy and a teaching assistant for familiarisation.

Opportunities to explore their questions and concerns

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

The school offers a Breakfast Club from 7.45 to 8.45 every morning. Care is provided by qualified staff as part of Scotforth ASC provision. Details can be found on the school website. Scotforth ASC is a limited company who offers after school care from 3.10 to 6.00 every afternoon. Details can be found on the school website.

Year 5 are trained as Young Leaders to provide play activities for foundation stage and KS1 children.

School provides sports coaches for part of the year at lunchtime. There are opportunities for children to learn a musical instrument at an additional cost, currently, guitar, keyboard, flute, trumpet, violin, cello and singing lessons.

Sports coaches provide the following for a small weekly payment: football, multiskills, kwik cricket, tag rugby. Football is all year; other coaching sessions are for blocks of time. Teaching staff provide after school activities at no charge for six-week blocks. These vary but have included yoga, dance and netball.

All children are invited to participate.

Reception children have a year five buddy who writes to them the term they start school. Their buddy has lunch with them when they start with some buddies helping outside at play time and lunch time. Buddy and Reception children walk to church together and take part in joint activities from time to time.

Worship is at the centre of school life and this together with regular circle time in every class promotes friendship and the importance of positive and caring relationships. If a child is experiencing difficulty with friendships, they are provided with a playtime buddy and may participate in a friendship group or group led by a teaching assistant.