



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

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

School Number: 01006

<b>School Name and Address</b>	<b>Scotforth St Paul's C of E Primary &amp; Nursery School</b>		<b>Telephone Number</b>	<b>01524 65379</b>
			<b>Website Address</b>	<b>www.scotforth-st- pauls.lancs.sch.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>		<b>If yes, please give details:</b>	
<b>What age range of pupils does the school cater for?</b>	<b>3-11</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs A . Aylott</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>A. Aylott</b>		
<b>Contact telephone number</b>	<b>01524 65379</b>	<b>Email</b>	<b>head@scotforth-st- pauls.lancs.sch.uk</b>

## **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 website.

<b>Please give the URL for the direct link to your school's Local Offer</b>			
<b>Name</b>	<b>Alison Aylott</b>	<b>Date</b>	<b>July 2016</b>

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

## Accessibility and Inclusion

### What the school provides

#### Physical Access:

- Clearly marked disabled parking space in car park
- School has a ramped access to main entrance which allows wheelchair access to KS1, hall and lower KS2 teaching areas
- Lighting from car park to school building is efficient
- 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
- Lighting in hall and main corridor has been upgraded to LED
- 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.

#### Accessibility of Information

Information is disseminated to parents in a variety of ways including

- Noticeboard outside office window in main playground and EYFS board on wall of EYFS play area
- School policies are available on school website and hard copies on request
- Weekly newsletter is emailed to all parents and hard copies sent to families who request it. It is put on the website each week and back copies stored there. These can be enlarged or translated on request.
- Curriculum information is available on a year group basis on the website including a termly class letter which is also sent home in hard copy
- Staff are always on hand to explain information, help complete forms etc.

#### Access to Provision

Every care is taken to ensure that all children have equal access to all provision. This includes:

- This school encourages all our pupils to be independent and so sets up all the classrooms to promote this
- Access to provision is flexible, ensuring we are able to make sure it is suitable for all children
- Resources in school are clearly and appropriately labelled, e.g with pictures or words to aid understanding
- Furniture is size and age appropriate, however if a child has particular needs we accommodate these through liaison with occupational health
- Teachers are on the playground after school every day for informal contact and are available for meetings to discuss any questions or worries when needed
- All lessons are carefully differentiated and resources are age and ability appropriate
- Where appropriate specialised equipment such as pencil grips, writing slopes coloured overlays, wobble cushion etc. will be used to aid pupils and alleviate pain for children with e.g. hypermobility or dyspraxia

## Teaching and Learning

### What the school provides

#### Identification and assessment

- SEN is identified as early as possible, through class teacher observations, parental concerns, information from previous schools or other professionals including health.
- The induction process offers opportunities for parents to highlight any concerns and offers home visits.
- School visits pre-school settings as a matter of course to support transition and offer home visits as part of new YR induction
- Pupils are set individual challenging targets which address the area of need.
- Pupil progress is monitored and reviewed termly. The SENDCo/Inclusion Co-ordinator tracks pupil progress systematically and discusses with the headteacher/SLT in order to:
  - check the progress individual pupils make against their targets;
  - verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff or syllabus / schemes of work, or low attendance rates;
  - provide a cross-check with teachers and teaching assistants regarding the pupils who are underachieving in relation to their prior attainment;
  - monitor the progress of specific pupil cohorts, e.g. summer-born children, free school meals pupils, EAL, different ethnic groups, boys and girls, BESD, SEN/D, gifted and talented, traveller children, looked after children, etc.
  - identify particular strengths and weaknesses of particular year groups or teaching groups, in a key stage or subject area;
  - check the progress of pupils with SEN/D and those with a statement to ensure that the pupils' needs are being met;
  - School may enlist the help of external agencies to identify particular needs (e.g. educational psychologist, Specialist teacher from IDSS, School nurse, Speech and Language therapist, Occupational Therapist etc.) Parents are always fully informed of the outcomes.

#### Provision

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 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.

#### Access to Curriculum

A range of facilities are used to enable pupils to access all areas of the curriculum including:

- Every child with identified needs has their own individual learning plan with 'smart targets' to enable them to make progress in key areas, based on a "plan, assess, do review" procedure

- Intervention groups which run for a variety of needs, including literacy, numeracy and social and communication skills. These children are not necessarily on our SEN/D register but have been identified as having a need for some short-term support.
- In statutory tests all necessary adjustments/permissions are made including use of amanuensis, use of readers, extra time etc.

#### **Staff Training**

- All staff have access to ongoing training to ensure their knowledge is up to date and relevant. This may be in house or from outside providers, including IDSS.
- If a child starts school with a particular need staff are informed and training is provided
- Training needs are constantly reviewed depending upon need
- Some staff have specialist knowledge and training in ASD, speech language and communication difficulty and hearing impairment
- A SEN/D provision map is in place and reviewed/updated regularly by the SLT in order to make adjustments such as the allocation of TA support

### **Reviewing and Evaluating Outcomes**

#### **What the school provides**

- All children with SEN/D have their termly ILPs reviewed and parents are fully involved. Children are also involved in this process.
- Annual reviews are held for children with statements/EHCs. All stakeholders are invited including children and parents to view the child's progress and agree new targets. We encourage children to participate as fully as possible.
- External advice is often sought and parents are always kept fully informed.
- Accurate and regular assessment of all pupils ensures school has a detailed view of pupils' progress and additional interventions are targeted precisely.
- The school development plan helps prioritise issues, especially any additional training or resources.

## Keeping Children Safe

### What the school provides

- All staff receive annual child protection/safeguarding training. The DSP is the HT and the DDSP are the AHT and Learning Mentor
- The governors ensure all statutory Health and safety issues are covered and meet termly with the HT.
- The HT ensures risk assessments are carried out as required. These may cover outdoor play equipment, trips etc. Staff also complete risk assessment including dynamic risk assessments on a daily basis.
- Pupils with additional needs who may require additional support are always noted and procedures put in place as required e.g. extra staff on trips, staff briefed, medical needs catered for (inhalers etc.)
- We often have school trips, They are very successful and well managed with high expectations for all. **See Educational Visits Policy**
- School is a safe and secure environment with perimeter fencing and electronically operated external gates which are locked throughout the day. Entry is via main reception which also has an electronically locked main door.
- EYFS and KS1 children are only handed over to the nominated adult at the end of the day. KS2 children are escorted to the playground at 3.10 pm and expected to walk to their parent. Only Y5 and Y6 children may walk home on their own after receipt of written permission by school from a parent.
- We maintain contact forms and often remind parents to keep us up to date with any change of details (e.g. mobile phone numbers!)
- School car park is only for staff and official visitors due to health and safety reasons as it is small. The only exceptions are for use by Breakfast Club between 7.45 am and 8.15 am, After School Club between 4.00pm and 6.00pm, disabled parents and parents collecting a poorly child during the day.
- Many staff are trained in first aid, including paediatric first aid and we maintain first aid boxes. We had a defibrillator installed last year for the use of school and local community.
- All our policies are available upon request and many key ones are on the website.

## Health (including Emotional Health and Wellbeing)

### What the school provides

We have first aid cabinets in the EYFS unit, the KS 1 area, and KS2 area. Children who require medication in school have to have it prescribed and a care plan written. Medicine is kept in individual purpose built orange “med-pacs” complete with the child’s photo and copy of the dosing regime, signed when administered. These are stored in a locked cabinet in the HT office. Children keep hold of their own blue reliever inhalers (clearly named) and use them as needed. They are given an “asthma card”. Care plans are written in conjunction with the school nurse (or paediatrician when appropriate) and discussed with parents and adults who will be involved with that child. School informs parents if inhaler use becomes more frequent than usual. The first aiders in school are aware of these children and in the case of particular needs i.e. severe allergies to substances such as nuts or kiwi fruit, sufficient staff will have the required training to administer the prescribed antihistamine tablets/syrup or

epi-pen. We are a nut –free and kiwi –free school. This training will be given as and when it is required. All school staff, and some of the parents/local community have had defibrillator training and the equipment is available on the passage next to school car park for school and community use. It is clearly signed.

In case of medical emergency more than one first aider will be called along with the HT and a decision will be made as to whether or not an ambulance will be called. The school secretary will call Parents/carers as soon as the first aiders have assessed the severity of the injury.

“Bump to the head” letters and “I had first aid today “ letters are sent home by the school secretary and parents are invited to ring school for further details if concerned. However, school will often make a courtesy call to parents if the injury is anything more than the most minor of bumps.

The Speech and Language Therapist visits as need dictates and the school nurse, Kath Fox, is available for telephone consultations.

## **Communication with Parents**

### **What the school provides**

The school website gives details of all staff by class within school.

The school website has a list of all governors and parents can contact the governors via an email or phone call to the school office and the secretary will pass the message on to the relevant governor.

As key staff, apart from the HT, have a full time teaching commitment, parents will make an appointment to see the appropriate staff member when a long discussion is needed. However all teachers are available at the end of every day on the playground for brief chats. The HT has an open door policy where parents can discuss issues, and is often on the gate in a morning/evening. Appointments need to be made for longer discussions.

There is open day each Autumn (late September/early October) for prospective parents, but the HT is pleased if prospective parents make an appointment for a one to one show around the school.

Parents are kept updated about their child’s progress through termly mini reports and daily home school diaries. Teachers send a termly class letter detailing forthcoming learning opportunities etc. and encourage parents to become involved. Formal Parents/Carers afternoon/evening are held in the Autumn and Spring terms. At the end of the school year there is an opportunity for all parents/carers to visit school for a moving on evening to discuss the end of year reports and to meet the next year’s class teacher. This evening is also used for SEN/D children’s parents to meet with their TA and next teacher to discuss the needs of that child as part of the transition process we have for SEN/D children. We also have termly ILP (Individual Learning Plan) meetings held with children, parents and staff which help ensure we are meeting the needs of children with SEN/D.

We gain feedback from parent from comments on ILPs, end of year reports, parent questionnaire, discussions formally and informally (e.g. on playground, at parents evening, via PTA etc.) parent governor feedback etc.



## Working Together

### What the school provides

School has a pupil led School Council that meet and discuss issues the children decide upon themselves. They feedback to the HT/SLT and once a year to governors.

We have parent/grandparent/local community helpers in school and they are timetabled in to support with reading etc. We have parent governors who are voted in by the parents. We have an active PTFA (FOSSY) who plan many events throughout the year for the children, parents and staff. E.g. school discos, summer fayres, raffles and Christmas refreshments in addition to raising money for school and charities.

The Governing body act through the SENDCO/HT on the agencies that are involved in school. Our SEN/D governor is experienced and knowledgeable. He is regularly updated on SEN/D issues in school. The school is well supported by the St Paul's Vicar, NISCU and other clergy from other local Churches.

## What help and support is available for the family?

### What the school provides

The school entrance has information displayed from many outside agencies. The information ranges from how to apply for FSM, the school nurse's contact details, local activities on offer and parent partnership contact numbers.

If a parent needs support for completing forms or asking questions the school secretary is available along with the SENDCO Support and other appropriate staff.

Parents can access information that they need through school ranging from contacting school governors, the school nurse, FSM forms, parent partnership, Surestart, PTFA (FOSSY), St Paul's Church, and the school website.

Parents can come into school to ask these questions or ring the office for help.

## Transition to Secondary School

### What the school provides

The year 6 teacher holds meetings with the heads of year 7 for the feeder secondary schools and our Y6 children visit our feeder schools for a taster day in June of Y6. Information of open days to various secondary schools is displayed in the school porch and also put onto the weekly newsletter.

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 ranges from the SENDCO and Y7 Year Leader at the secondary school being invited into Scotforth to meet the child, attend the annual review meeting [if statemented], information being shared and extra day visits to the secondary school.

## Extra Curricular Activities

### What the school provides

Scotforth has an outstanding Breakfast Club and After School Club run by a private provider, Marie Smith. (See website for details)

There are a variety of free after school sporting activities which change depending upon the season and are run voluntarily by school staff. There are also some clubs run by outside agencies which are chargeable, such as "Sportz 4 All", Morecambe Football Club and the FOSSY swimming club on a Tuesday. Please see website.