





#### **Accessibility and Inclusion**

## What the school provides

The school has seen many changes over the past few years to ensure the school is fully accessible. The KS2 classrooms, the school hall and toilet facilities are fully wheelchair accessible. To ensure all access for pupils and parents with disabilities; the school has ensured that all doorways and entrances within the school are wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available on the school car park for disabled persons and toilets/changing facilities are available for wheelchair users if the need should arise.

Information and policies are made available to parents on the school website and also two parent noticeboards. In addition regular newsletters, which are in clear readable fonts are provided. Information is beginning to be made available in a range of different languages, we can provide support for parents and children whose first language is not English. As a school we try to ensure that parents whose first language is not English have letters and procedures explained to them in their home language to prevent any misunderstandings.

Within the classrooms a range of visual timetables, labelling is used from photographs and symbols. Children within the EYFS are encouraged to select the resources they need from around the classroom environment so resources are always available for them to use within their chosen activities. Within school the furniture is modern and the appropriate height for the age group of the children taught within the classroom, displays are at a child level and interactive where possible, the use of a 'working wall' is a feature within each classroom.

The school has a range of IT programmes for pupils with SEN in addition to Ipads, computers with headphones and interactive screens installed in every classroom.

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## **Teaching and Learning**

## What the school provides

Children's progress is carefully monitored and any concerns are discussed with the SENDCo and parents initially before a discussion with the Schools Educational Psychologist.

Within the classroom we have a class teacher and a TA to support the individual needs of the children within our care.

Where needed we buy into support services through external providers and other external agencies who can offer support for children with additional needs. Children are encouraged to work independently where possible although support is available through intervention and small group work. At present we provide support to develop children's speaking through structured WELLCOM assessments. Children are assessed in Foundation stage and key stage 1 and then a programme is devised to address individual needs

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All staff are sensitive to the needs of children with SEND; training is accessed on a needs basis for example medical training for children who use medical devices in school.

All staff in school are actively involved with the implementation of Individual Learning Plans (ILPs). Staff, children and parents are encouraged to contribute to writing and evaluation of these plans. Staff involved with children who are in receipt of an EHCP contribute to the annual review progress meetings. Children who have SEND and require additional support for SATs and tests are supported following the guidance set out in the assessment and reporting arrangements.

The school plans the appropriate interventions to target the needs of each child, these intervention programmes are carefully monitored to assess the impact and effectiveness to ensure that the children taking part make good progress to make the necessary catch up required. A variety of intervention programs are used to target specific needs across the curriculum including motor skills development, speaking and listening, reading, writing, maths and emotional/behavioural support.

## **Reviewing and Evaluating Outcomes**

### What the school provides

Where a child has an education, health care plan (EHCP) parents are invited into school to discuss the progress towards the targets set at the previous meeting. Parents are invited to contribute their own views and attend the meeting, staff involved with working with their child will be present. As a team we endeavour to provide the best possible educational outcome for children within our care.

Parents of children who have ILP's are invited to discuss and review their child's plan and contribute their views regarding progress made and strengths. Children's progress is carefully monitored and tracked to ensure that all children make progress, if a child does not make progress this is swiftly identified and steps taken to investigate possible reasons for this before support is put in place to address the issues identified.

## **Keeping Children Safe**

#### What the school provides

Risk assessments may be needed for different children who have needs to ensure that they are safe while in our care the head teacher has overall responsibility for this. Handling plans will be written and parents consulted if there is a need to support and keep the child/children and staff in our school safe.

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Depending on the age and need of different children a verbal hand over where the parent or carer may need to pass information to the class teacher and vice versa at the end/beginning of the day may be required. In some cases we use home school diaries to report on children's progress and behaviour if needed.

Many of our children walk to school. However children can be dropped off by car; parking is along Downing Street. There are keep clear zig zag markings in front of school and parents are reminded that they should not stop or park in this area for the safety of all children crossing the road. Parents may not use the staff car park for dropping off or picking up.

There is a very large playground and artificial pitch to the rear of the school. Due to the size of the area we have a high number of adults to supervise playtime and lunchtime breaks. Where a child has had a risk assessment completed it may be necessary to provide 1:1 supervision or support to ensure a child's safety at these times. Children are aware of the need to be safe to ensure that they are safe and to be aware of others. During PE lessons all staff are aware of dangers and children are taught following the 'safe guidelines for PE'. School trips are planned and carefully risk assessed this process is carefully managed through our educational visits co-ordinator.

The Anti-bullying policy is available in school and can also be accessed via the school website.

## Health (including Emotional Health and Wellbeing)

#### What the school provides

As our school policy states, we do not routinely administer medication unless it is part of a care plan or it is prescribed medication such as antibiotics that need to be taken four times a day. This must be in the box from the chemist with the dosage clearly stated and a form signed by the parent/ carer at the school office. Asthma inhalers must be kept in school and a medication form completed. Care plans are drawn up by school staff in consultation with parents/carers. Information regarding care plans is displayed in the staff room. Medication is stored appropriately. Where a child may require an EpiPen this is stored in the classroom but out of reach of children all staff in the class are trained along with welfare assistants and other relevant staff. Medication is stored securely in the bursar's office or in the refrigerator in the staff room.

Regular training is given to staff where medication is required to be administered, this training is usually delivered by the school nurse, a list of trained staff are displayed in the staffroom. A number of staff are trained to administer first aid to children including specialist paediatric first aid to the nursery and foundation stage staff, a list of all trained staff is displayed in the staffroom.

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#### **Communication with Parents**

## What the school provides

Curriculum newsletters are given out each term outlining the topics to be covered by the class, these are also shared on dojos and available on the school website.

Parents are encouraged to speak to the class teacher in the first instance if they have a concern about their child's learning. Parents are encouraged to come into school and make an appointment to discuss their child's learning and any concerns they may have.

Parents are also communicated with via Dojos. Parents can send messages to teachers and all class information goes on the class or whole school story. Homework and curriculum newsletters are also accessible on dojos and on the school website.

There are two parents' evenings throughout the year where parents are encouraged to make appointments to discuss the progress and next steps learning for their children. A detailed end of year report is sent home in July, parents are encouraged to discuss any concerns with the class teacher.

Parents are invited to School celebration assemblies on a Friday, if their child is receiving a certificate.

Parent's views are sought on a range of matters and are encouraged to discuss any concerns with staff in school.

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## **Working Together**

## What the school provides

The school council meets regularly to organise fundraising events and address the concerns raised by the children. Each class has two elected school councillors who contributes to decisions made on behalf of their class; recent projects have included play equipment for the playground and water bottles in classes.

Parents are actively encouraged to participate and contribute to their child/ren's learning there are numerous opportunities for parents to become involved in school life through art and craft events, reading sessions and other events. We are proud of our good working relationships with parents within the life of school.

The school works in partnership with a number of different agencies to promote wellbeing of the children within our care including sure start, social services, early action team, various voluntary services, specialist teaching services and health. We have a dedicated and experienced SEND governor to champion the needs of the SEND children within our school.

All children within school have a home school contract setting out clear expectations of the child, the parent and what the school will provide.

Children who join our school part way through the school year are warmly welcomed by all we will liaise with previous schools to ensure that there is continuity in progression of work.

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

#### What the school provides

Depending on the nature of the forms to be completed would depend on who would be able to support the parents in completing the forms. We have an attendance officer who works closely with the SENDCo providing support for children with additional needs. The SENDCo may support parents if extra support is required from outside agencies through the EHA process (Early Help Assessment). There is also the parent partnership officer (SENDIASS) available if additional support is needed, this is through a parent support service, and parents can call 0300 1236706 to access support.

Children generally live in the local area and many walk to school with their parents or some responsible KS2 children may walk home on their own, we do not allow KS2 children to collect younger siblings to walk home together.

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## Transition to Secondary School

#### What the school provides

We enjoy close links with our local high schools who offer transition visits in school. All children spend a day visiting their high school and the tutors come into school to meet the children and discuss each child with the Y6 teacher and the SENDCo. Where a child may have an additional need we will arrange extra sessions and the necessary documentation to support them in transition.

#### **Extra Curricular Activities**

# What the school provides

We do not offer holiday care or after school care. However, we do provide a breakfast club at a daily rate. This is a valuable resource used by many parents where children can come from 8am to have breakfast and then play together before joining the other children on the playground at 8:40.

There are a number of clubs run by members of staff and specialist coaches at lunchtimes and after school. Clubs are generally free although some may require a small fee. There are a range of clubs available for both key stage one and key stage two children, clubs are generally open to all although there is the expectation of good behaviour from all children attending clubs.

#### **Feedback**

#### What is the feedback mechanism?

Parents are welcomed to telephone or email the school SENDCo to provide feedback Phone 01772 797397 or email: cwaterhouse@st-teresas-pri.lancs.sch.uk a response will be made in a timely manner to acknowledge that contact has been made and a response provided.

We aim to meet the needs of all children and adults removing any barriers that are present wherever possible.

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