# SEN and Disability Local Offer: Primary Settings Template

Mainstream, Short Stay Schools, Special Schools and Academies

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Lancashire County Council

## Accessibility and Inclusion

- Our school building is wheelchair accessible, and we have a designated disabled parking space close to the school entrance.
- We have an accessible toilet.
- Ramps around the building allow wheelchair access into all areas.
- Policies are available via the school website or through the school office on request.

## Teaching and Learning

- Stalmine School adopts the graduated approach to SEND provision with four stages of action: assess, plan, do and review.
- Children are assessed by teaching staff as well as outside agencies to determine any special educational needs or disabilities. Due to the fact we have our own successful pre-school, we are fortunate in being able to identify from very early on any concerns we have.
- We work closely with the Early Years Specialist Teacher who offers support for our pre-school pupils with any SEND.
- Throughout school, concerns from the Class Teacher are taken to the SENCo. Information about the child will be gathered over a period of time and their progress carefully monitored through the school's tracking system.
- If appropriate, interventions will be put into place and later, the SENCo will liaise with the relevant professionals to assess the child's individual needs. Any necessary individual support will then be put in place as advised.
- For those pupils with an Education Health and Care Plan (EHCP), we utilise the resources we have but this can be difficult with a limited number of Teaching Assistants. We endeavour to ensure that the needs of all SEN pupils are met to the best of our ability. We consistently make sure that the support they receive is in line with the statutory recommendations as stated in their EHCP.
- We currently have 5 pupils with an EHCP and there is a rigorous timetable of support in place to ensure all statutory recommendations are met.
- We have several Teaching Assistants in school who are currently distributed as follows:
  Class 1 – Full time TA3
  Class 2 – TA2b (mornings only) and TA2b (1-1 support)
- Class 3 – TA2b (x2 mornings per week)
- Class 4 – TA2b (x4 mornings per week)

A TA3 works in school full-time and carries out interventions with our EHCP pupils or pupils on the SEND register in addition to supporting in class.

- In our EYFS class, the TA3 supports pupils as directed by the class teacher and this support often includes targeted work specific to the child.
- Within Key Stage 1, the TA2b supports SEND pupils and targeted support includes: Phonics, Reading, Comprehension and maths. This targeted work is linked to the individual child's IEP, EHCP or SALT targets where possible.
- The additional TA2 supports a pupil on a 1-1 basis.
- Within Key Stage 2, the TA2b supports groups of children and this targeted support includes: Phonics, Reading, Comprehension and maths. Again, this targeted work is always linked to the child's IEP, EHCP or SALT targets where possible.
- Independent learning is encouraged through high first quality teaching and a curriculum designed to meet the needs of individuals.
- We work with many outside agencies and these include:
  - Case Manager – Kelly Hayes;
  - Assistant Case Manager – Anna Peachy
  - Educational Psychology services - Ian Corban;
  - Link Educational Psychologist - David Middleton;
  - Specialist Early Years Teacher - Claire Hemmingway;
  - School Nurse (no allocated school nurse at present);
  - Paediatricians - various;
  - Community Paediatrician (School Dr) – Professor Gordon
  - NHS Speech and Language
  - Communicate Speech and Language - Aimee-Jai Dunlop-Mulnar and Emma Duncan (privately employed by school);
  - CAMHS;
  - New Start Counselling Service;
  - Inclusion and Engagement Support Team (IEST) – Nicola Fielding
  - Stepping Stones Outreach team;
  - Reachout ASC (privately employed by school);
  - Other school settings.
- Training is on-going for staff. The Headteacher ensures that staff are well equipped in their SEND knowledge by sending them on appropriate training courses. The SENCo also delivers training and offers advice as needs arise.
- The SENCo has held The National SENCo Award since September 2019.
- For tests and SATs, the individual child's needs are assessed and where it is necessary additional time, readers or other provision is put in place for them as per the access arrangements stipulated by Gov.uk.

**Reviewing and Evaluating Outcomes**

- Education, Health and Care Plans are formally reviewed annually or every 6 months for a child in Reception. All paperwork is submitted to Lancashire County Council via the school's portal.

- Progress of SEND pupils is monitored rigorously by the Headteacher and the SENCo ensures staff understand the systems in place to assess steps of progress.
- PIVATS is a tool used to measure the progress (small steps of attainment) of pupils working below their chronological age expectations within the National Curriculum aspects of Reading, Writing and Mathematics. In some instances, they are also used to assess aspects of personal and social development (PSED).
- PIVATS are completed termly by staff for those pupils who require them and review meetings take place between the SENCo and class teachers. The PIVATs are then used to help staff produce termly IEP targets as this enables progress to be measure clearly.
- The SENCo and Head Teacher meet each term to discuss and evaluate outcomes for SEND pupils.
- Children with SEND have Individual Education Plans which are reviewed, re-written and sent home each term. These contain focused measurable targets specific to the individual child and their needs.

**Keeping Children Safe**

- Environmental Risk Assessments are carried out on a regular basis for any areas of concern within school. Headteacher, Governors and District Surveyor are all involved with this process.
- Regular checks of premises and equipment are carried out. For example: play equipment; fire equipment and means of escape.
- Personal Emergency Evaluation Plans (PEEPs) are devised for any staff or children who have additional physical needs.
- Risk assessments are carried out on an on-going basis for school-based activities or trips. These assessments are carried out by class teachers. They are then submitted for approval by the Educational Visits Coordinator (EVC). If visits are of higher risk, then they will be formally approved at a Full Governing Body Meeting and approval from Lancashire County Council will also be sought.
- At the end of the school day, pupils in EYFS, KS1 and KS2 are handed over to their parents by a teacher or Teaching Assistant. Parents of pupils in Key Stage 2 can consent for their child to walk down the drive alone. However, those who do not give consent, are handed over to the parent on a 1-1 basis.
- Parents dropping children off at school usually park on Mill Lane, Birch Avenue or use the new car park at the back of school. Markings up the school drive clearly indicate where people should walk and the Headteacher ensures children adhere to these boundaries. The gate at the back of school is manned at the end of the day and locked when all pupils and parents have left the premises.
- Safeguarding at Stalmine School is paramount, and we have a number of things in place to ensure the safety of the pupils in our care. Staggered finish times

ensure minimal congestion on the main road, playground and school drive and we have a school crossing patrol officer to ensure pupils cross the road safely.
- We have a 2-metre security fence around the perimeter of school to ensure pupil safety.
- The children are supervised by staff throughout the day. Teachers, Teaching Assistants and Lunch Time Supervisors provide supervision at playtimes and at lunchtime.
- The Headteacher greets pupils between 8:45am and 8:50am as they arrive at school.
- Provision is made to keep all children safe in PE or during outside school activities. Children are closely supervised, and adequate numbers of additional adults are provided as necessary.

**Health (including Emotional Health and Wellbeing)**

- The school's medicines policy requires parents to administer medication to children wherever possible. Only in exceptional circumstances, or as part of a care plan, would senior staff administer medicine. A record of any medicine given is kept in the school office.
- Medication is kept securely in the school office and only administered to children with explicit instruction, prescription and permission from parents and carers.
- If a care plan is required, school staff will meet with parents and relevant medical professionals to produce the document collaboratively. Any staff member/s who have contact with the child identified in the care plan are made aware of the content.
- Training on medical needs is provided through first aid training. Any extra requirements for specific medical needs would also receive training.
- School have a defibrillator machine and the majority of staff members have received training.
- Healthcare professionals provide support to the school as and when required.
- The School Nursing Team are always on hand to offer support when needed.
- The School SENCO completed the Senior Mental Health Lead Programme which is run by Lancashire County Council in June 2025.

## Communication with Parents

- Being a small school, everyone knows each other. We adopt an Open-Door policy and would hope that parents feel comfortable in approaching staff.
- The class teacher is usually the first point of contact along with access to the SENCo and Headteacher.
- The school uses an excellent communication system called Class Dojo which is a messaging service for school and parents. Parents are able to download the APP and this then allows them to send and receive messages. Messages sent are now sent via the Headteacher or office staff.
- Within Early Years, Tapestry (an on-line learning journal) is used as both an assessment tool and a communication tool between staff and pupils. Parents are able to upload pictures of their child to celebrate exciting times or examples of good work.
- Parents/carers can make an appointment to see a member of staff and we endeavour to arrange a meeting quickly and efficiently - on the same day if possible.
- Parents and carers are informed of progress through Parent's Evening appointments (2 per year) and a formal report written annually. All staff are more than happy to meet with parents at any time if there is a need to discuss anything. Class Dojo provides many opportunities for information sharing.
- Parents can give feedback to the school via parental questionnaires sent out each year.
- Pupils in specific year groups also complete Pupil Attitude Questionnaires each year.

## Working Together

- Children offer their viewpoints through our School Council. These viewpoints are used to help improve the children's school experience.
- Children can offer their ideas for fundraising and suggest ideas to help improve our school and its environment.
- Parents of pre-school and EYFS children are invited in each term for a 'Stay and Play' session where they can work alongside their child on a specific task (E.g. Christmas Crafts or Maths etc).
- There is the opportunity for parents to stand as Parent Governor of the school.
- School reports include opportunities for parents to respond and inform teachers of additional achievements.
- The Governing Body meet regularly and the SENCo provides a written report which is shared with them.
- The SENCo meets with the SEND governor throughout the year and the SEND governor is keen to offer support and guidance.

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

- The school provides support if a parent has concerns about completing a form and informs them who to contact about any issues regarding their child. The school can act as a first point of contact for parents if required. This can be accessed through contacting the class teacher, SENCo or Headteacher.
- The school always works in partnership with other agencies in supporting families – e.g. SENDIASS.
- The SEND newsletter is shared with families of SEND pupils via email and this allows them to see for themselves the help and support available in Lancashire. The FIND newsletter is produced termly and families have the option of receiving this newsletter free of charge to their homes if they choose to.
- Links to all this support can be found via our website.

## Transition to Secondary School

- The school liaises with the local high schools to provide a smooth transition to secondary school. We have an excellent relationship with the local high schools and information is shared.
- Children visit the school in question as a group as well as individually as often as required.
- The Assistant Head/Pastoral Manager from our local secondary school meets with the Year 6 teacher and the children for an information sharing session.
- There is also the opportunity for Year 5 visit days where the children visit the nearest high school and participate in fun activities.
- For those pupils with an EHC plan, a Transition Review Meeting will be held in the Summer Term where information sharing can take place.
- Additional visits can be arranged for pupils who require them.

## Extra Curricular Activities

- We now offer wrap-around care and run a breakfast and after-school club. Within the after-school club, we can offer some clubs which are very popular with many SEND pupils.
- All pupils are welcome to attend but these clubs run on a first come first served basis.
- We do not currently offer our own holiday club, but we do promote local holiday clubs which are on offer nearby and ensure parents are informed of these in advance of the holidays.

**Feedback**

- Feedback can be given to us in a variety of ways: email, phone, face-to-face, parent questionnaires and Class Dojo.
- Staff will always respond to any feedback with either a written reply or a phone call. This would normally take place within a few days.
- Where feedback is positive, this would be shared with all staff.
- If feedback was negative, we would address this within school and make any necessary changes to our practice.

Updated in August 2025 by Emma Parkinson (SENCo).