



SEND and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Trawden Forest Primary School

School Number: 13034

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 carers and families whose first language is not English? How is information made accessible to parents and carers 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 (eg; ancillary aids or assistive technology?)

What the school provides

Trawden Forest Primary School is over one hundred years old and is partly wheelchair accessible. We have ramp access to the lower level and level access to the school playground and school field. The external steps are edged with white lines as a visual aid and all have hand rails.

There are accessible parking spaces available and one allocated for disabled persons.

Internally, there are wide corridors and doorways to accommodate wheelchairs if necessary. Furniture is of suitable height appropriate to the age group being taught. Some of the furniture is height adjustable and would accommodate a wheelchair. Changes are made as required.

The school is proactive in developing ICT and has a range of software for pupils with SEND in addition to PC and Interactive Whiteboards installed in every classroom. Amendments are made to text for children with visual impairments and coloured overlays are used when needed.

Information on the school website is user friendly and can be requested in different formats.

We can also provide an interpreter service for families as necessary.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEND?
- 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 SEND and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEND and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEND?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEND 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

Good links are established with our 'Feeder' Early Years providers through transition opportunities and strong communication links. Children with Special Educational Needs or Disabilities may require further visits and support which are arranged as required.

Early identification of children with SEND is vital with staff expressing their initial concerns to the SENDCO. Together, the class teacher and SENDCO assess and monitor the children's progress in line with existing school practices and communicate this to parents and carers.

The SENDCO works closely with parents and carers and teachers to plan an appropriate programme of intervention and support.

Outside Agencies, such as Inclusion and Disability Service, Speech Therapists and Visual Impairment Specialist Teachers, support the school in specialist assessment and setting up individualised programmes.

Hendon Brook work collaboratively with school when required to offer 1:1 support with behaviour.

Targets and progress are discussed with parents and carers and regularly. Parents and carers are expected to support their child with these at home.

A large proportion of staff have received First Aid and Epipen training. Staff working closely with children with speech and language difficulties have received training and have regular updates. Four members of staff have had Makaton training.

Two teaching Assistants have received training to support a child with Visual Impairment and this information has been cascaded to all staff.

Members of staff have been trained in Team Teach Positive Handling Strategies. When sitting examinations children with SEND can be supported 1:1, have timed breaks, be granted additional time or sit tests in a quiet setting and in a small group to aid concentration. Intervention timetables are established for each cohort identifying 1:1 support and small group intervention. These show the type of support a child is receiving, the duration, pupils' progress and the evaluation of the intervention.

Children are also tracked using Target Tracker or PIVATS.

Pupils receiving the pupil premium funding and pupils with SEND are closely tracked and monitored. A range of other vulnerable groups are monitored too.

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 SEND 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 carers are asked to attend and provide written feedback for their child's Annual Reviews. They receive copies of all the relevant paperwork concerning their child. Parents and carers complete the 'All About Me Profile' with school staff and their child. Pupils are asked to make a contribution to the review through the All About Me Profile and through a personal statement.

Children with SEND have IPPs (Individual Pupil Plans) tailored to their individual needs. IPPs are formally reviewed and updated termly with changes being made as and when targets are met throughout the term. Pupils are involved with the setting of the IPP Targets which are discussed with parents and carers. Parents and carers, the pupil and staff sign their IPP.

Many pupils with SEND receive support from external agencies (Hearing Impaired Specialist, Speech Therapists etc.)

School operates an open door policy with regards to any concerns a parent may have.

Pupils' progress is monitored half termly throughout the school with the SENDCO tracking SEND children and their progress; Intervention strategies are implemented where appropriate and closely tracked. Alterations are made to interventions where necessary.

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 and carers find details of policies on anti-bullying?

What the school provides

The Head Teacher / teaching staff carry out risk assessments where necessary.

Our EVC (Educational Visits Coordinator) ensures that risk assessments are carried out in accordance with school policy.

If required, a handover is carried out by the Teaching Assistant or class teacher to the appropriate parent/carer. There are parking areas for pick up and drop off points.

At playtimes two members of staff (at least one first aid trained) support the pupils on each playground.

During lunch time there are two members of staff in each Key Stage and one first Aider.

Each class has support from at least one Teaching Assistant every morning. During the afternoons TAs deliver interventions across the key stage to support children with SEND or those who may require an intervention.

Our anti bullying policy shows how school addresses bullying issues.

Copies of our main policies are available on our school website.

Staff have regular safe guarding training and updates which includes online training.

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

All medicines are recorded in a log with details of dosage and frequency. Parents and carers sign to grant authorisation to the school to administer medicine to their child.

Individual Care Plans are written by relevant professionals and parents and carers and are in classrooms, the school office, the kitchen, the staff room as appropriate. so that all staff are fully aware of a child's needs.

All staff are kept up to date with First Aid Training to ensure that staff are familiar with what action to take in the event of an emergency.

In addition, Epipen training has been provided by the school nurse to ensure that all staff are confident with the appropriate action or medical procedure required. This is updated annually.

Communication with Parents and carers

- How do you ensure that parents and carers know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents and carers communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents and carers updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents and carers give feedback to the school?

What the school provides

The School operates an ‘Open Door’ policy and holds two parents and carers’ evenings a year to provide opportunities for parents and carers to discuss the progress of their child. Children’s individual targets are shared with parents and carers being offered suggestions on how to support their child at home.

Parental questionnaires enable parents and carers to record views and suggestions. These are completed after events at school including parents and carers’ evenings and subject workshops.

School holds ‘Open Days’ annually where everyone is welcome to come and see the school in action.

EYFS holds regular ‘Stay and Play’ sessions where parents and carers are invited into school to work/play with their child.

Our fortnightly newsletter communicates key events in school and informs parents and carers about school life. This information is also published on the school website. Each year group produces a half termly newsletter about the theme and topics that will be covered in their class.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents and carers to have their say about their child’s education?
- What opportunities are there for parents and carers 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 SEND and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEND and their families?

What the school provides

There is a School Council which consists of children from years 2-6 who have been voted for by their peers. This enables pupils to contribute their own views and suggestions about how to improve school life. Children are consulted on issues such

as school rules, raising (and spending) money and how to make school a better place.

Parents and carers have opportunities to discuss their child at parents and carers' evenings, through questionnaires, Annual Reviews, IPP meetings, informally before or after school and if they request to meet a member of staff.

Home-School contracts develop consistency and communication links.

Parent Elections to the Governing Body are held when a vacancy arises. New constitution means that some parents and carers/carers and other governors are co-opted.

Our SEND Link Governor offers support and guidance to the school.

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 and carers access this?
- What information, advice and guidance can parents and carers access through the school? Who normally provides this help and how would parents and carers access this?
- How does the school help parents and carers with travel plans to get their child to and from school?

What the school provides

The Head Teacher, Class Teacher and SENDCO can help parents and carers to complete forms if required.

The School Website is updated regularly with diary dates and events.

There is a community notice board which contains information of upcoming events and useful information and contacts.

School issues fortnightly newsletters which provide parents and carers with information on upcoming events and school life.

Parents and carers are invited to annual E-Safety workshops. Our School's website has links to an E-Safety website. In school, pupils have termly E-Safety sessions.

If a pupil required a travel plan to get them to and from school this would be dealt with by the Head Teacher and SENDCO if required.

Transition to Secondary School

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

What the school provides

Each year pupils visit their Secondary School for taster sessions. The SENDCO liaises with the identified school regarding all SEND issues and, where appropriate, arranges a meeting for parents and carers to share concerns over transition and progression into the new High School.

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 and carers 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

Forest Friends operates our daily Breakfast Club (7.30am-9.00am) and After School Club (3.30pm-5.30pm) which is available to all pupils.

There are opportunities for pupils to participate in after school clubs such as karate, outdoor club, netball, board games and film club. Clubs change frequently and children have also experienced fencing, movie making and cheerleading. Please see our website for more details.

At lunchtimes school provides an ICT club, Active Games and Sports Clubs.

Pupils are also involved in massed choir where local schools perform together.

Through Pendle Sports School Partnership, pupils with SEND have the opportunity to participate in inclusion activities such as tennis, sailing, horse riding and athletics as they arise.