

**2023- 2024**

**SEN and Disability**

**Local Offer:**

Warton St. Paul's Primary Academy



**Warton St Paul's**

Church of England Primary Academy  
A member of **CDARI**

**Lancashire**

County  
Council



## Accessibility and Inclusion

### What the school provides

Warton St. Paul's is a single-form entry school with approximately 110 children and the average class size is 18 pupils. We are part of the Cidari Multi Academy Trust. We are situated in large open grounds.

Our school is a single storey building, the interior of which is fully wheelchair accessible. Our doorways and corridors are comfortably wide enough. To ensure access for pupils, parents and staff with disabilities the school's main entrance has a ramp for wheelchair users or individuals with restricted mobility. Pupils who use wheelchairs can enter the school through any external door that leads from our main playground at the rear of school. Inside school, we have an accessible toilet facility. The school car park has a designated parking space for users with disabilities.

All of our classrooms are carpeted and windows have blinds to improve the acoustics for those with hearing impairments. We have no uneven surfaces or steps inside the building which would make access difficult for those with visual impairments.

Furniture in each classroom is modern and an appropriate size for the age range being taught. Classrooms are spacious and have the capacity to be adapted to meet individual requirements. We have access to table top aids to support writing posture and physical development. We can provide children with wobble cushions, weighted blankets, ear defenders and other physical aids if it has been identified that it will support a child in accessing our learning environments. These provisions can be discussed with the child's class teacher or the SENDCo.

Each class displays a visual timetable for each day with pictures and words. Resources are clearly labelled to allow children to independently access what they require during the school day. Resources that children need access to are at an appropriate height and organised so that children can find what they need with ease. We are able to adapt strategies and resources in each classroom to tailor our approach to the requirements of the individual child.

We have experience of meeting the needs of children who have English as an Additional Language (EAL). On entry to school, each child is assessed to create a plan of support according to the language proficiency of the child.

We have a set of Chromebooks in each class and these can be used for assistive technology if this has been identified to support a child. We are able to download apps and use programs that will support children with communication and accessing learning or other activities in school. These will be used with support from an adult in the classroom where required.

Information is provided to all parents on the school website. It is also shared with parents through Class Dojo, which has a translation feature for parents whose first language is not English. We also have an open door policy where all parents are encouraged to share concerns with class teachers in the first instance, or the

SENDCo or Headteacher. Where required parents can be communicated with by telephone, video calls, email and home visits can be arranged.

## **Teaching and Learning**

### **What the school provides**

At Warton St. Paul's we monitor the progress of all children very closely. Children are assessed on entry to school in the Foundation Stage using the EYFS Baseline and teacher assessment. This can be a useful tool in early identification of children who may need additional support with their learning.

As children move through school, they are assessed daily through interactions with the classteacher, using retrieval techniques and oral or written feedback on tasks completed. This allows children to build on successes, ask for help where required or be given tailored support with gaps in learning.

Class teachers meet with the Head Teacher or other Senior Leaders to discuss pupil progress each term. Children's progress is monitored and where children are not making expected progress support is put in place. This might be with additional support in class or with targeted interventions outside of the classroom. If a child is assessed as working more than two years behind age related expectations they will be referred to the SENDCo. The SENDCo and Class teacher will then write an Individualised Provision Plan (IPP) for the child, they will be placed on the SEN register and support provided will be monitored using the IPP log. An IPP sets small step, measurable targets to be achieved each half term. They are monitored and evaluated each half term to track the progress of the child by the Class teacher and this is reported to the SENDCo.

A child who has a significant and complex Special Educational Need or Disability may require an Educational, Health and Care Plan (EHCP). An EHCP may be required when a child's needs cannot be met by the usual support that is available to them in school. In this case, the SENDCo will liaise with families and outside agencies to apply for an EHCP through the local authority.

Support staff are deployed flexibly across school and are used to support the needs of a range of children who have been identified by Class teachers or the SENDCo. They are provided with childrens IPP's and are given time to find resources to support meeting individual targets. Where possible, children are grouped by need and interventions take place in small groups. Where children have specific targets from an EHCP or from Speech and Language Therapy (SALT) they are completed on a 1:1 basis. Support Staff are met with regularly to discuss the progress of the children that they work with and to revise their daily timetables.

In school we have a sensory room called 'The Rainbow Room'. In the Rainbow Room we hold group sessions to support children with managing feelings, thinking about mental health and for sensory time. It is also available during the school day as a breakout room for children who need some time out to regulate before returning back to their learning. Children also have the opportunity to visit the Rainbow Room if they are The Star of the Week in their class.

We work closely with a range of other agencies that can provide additional specialist expertise to help us meet the needs of our pupils with SEND. We have a good relationship with our Educational Psychologist, Local Authority Advisors and a range of specialist teachers from the Inclusion and Disability Support Service (IDSS) who we invite into school to help us assess and devise programmes of support. We work closely with the Speech and Language Therapy Service, delivering programmes they send into school for us to work on with individual children and liaising closely with therapists when they are able to visit school. We work with Play Therapists from the Child and Adolescent Mental Health Service (CAMHS) to support some of our pupils with behavioural, emotional and social difficulties and we are also currently working with professionals from CARITAS Care (an adoption agency) to develop our expertise in supporting pupils with attachment difficulties. We have experience of working with staff from Stepping Stones Short Stay School who have provided us with advice and support and we have close links with Pear Tree Special School with whom we have received specialist support and taken part in Stay and Play afternoons. We close links with our School Nurse and they are available to provide advice and support for parents and staff when needed. We also hold regular drop in sessions for parents who are looking for support with behaviour and mental health of children at home.

We work very closely with the parents of all our pupils and involve them in every step of their child's education. We inform parents immediately their child is placed on the SEN register and ensure they are aware of the package of support we intend to provide, enlisting their support at home. We endeavour to bring together all the agencies working with children in our school and regularly provide a setting for meetings. We are committed to supporting our parents and facilitating their good relationships with other agencies, providing support and advice as necessary.

Before children sit their SAT's in Year Six, children are identified if they need additional support. Plans are put in place for children to have 1:1 support during the tests, have timed breaks, be granted additional time or sit the tests in a quieter setting with a smaller group of children. These provisions will be made in accordance with statutory guidance from the Department for Education.

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

We arrange annual Education, Health and Care Plan Review Meetings in liaison with parents, ensuring that the date and time are convenient; we invite everyone they would like present and that they have access to all the relevant paperwork.

We make sure that our parents know that we have an 'Open Door' policy and that they are welcome to pop into school or make an appointment at any time.

If a specialist teacher or representative from another agency is visiting school to see a child we ensure that parents are informed and endeavour to involve the parent in

this where possible. If a parent has any concerns and wishes to discuss them with all those professionals involved with their child we are always happy to call an early/additional review meeting.

Where a child is on the SEN register, parents are provided with their IPP targets each half term and are encouraged to include their responses to these on the document. Parents are welcome to arrange a meeting with the Class teacher or SENDCo to discuss these.

Our tracking systems allow us to monitor the progress our pupils with SEN are making and our close links with parents including the feedback they provide through home/school diaries, conversations with staff, parents evening and review meetings allow us to ensure our provision is effective and supports the individual child.

## **Keeping Children Safe**

### **What the school provides**

The Head teacher maintains and updates risk assessments covering every aspect of school life which are regularly reviewed and monitored by the Academy Health and Safety Audits. When necessary, additional risk assessments can be written for individual children and these are written in consultation with parents and members of staff.

Children are dropped off and collected from our main school playground. Parents are encouraged to wait with their child until they line up to enter school at 8:45am. Teachers then walk children in from the playground through their classroom door. Children are released to parents at the end of the day from each classroom door and children are not allowed to leave the school building until the parent has been identified by a member of staff. Occasionally, an agreement is made between a parent and school so that children are able to walk home alone and this is usually children in Year 5 or 6. Arrangements can be put in place for children to be collected from the school office if it is deemed necessary for their safety.

Children are well supervised at break times; there are always at least two members of staff on duty outside including at least one member of teaching staff during morning playtime. There are six members of staff on duty at lunchtime. One member of staff is inside and is responsible for first aid and care of children who are inside during lunch. When we have a child/children who require support at playtimes and lunchtimes the member of support staff who works with him/her in the classroom will usually accompany them into the dinner hall and onto the playground. The nature of this support will be tailored to suit the needs of the child.

The playground has designated areas; climbing wall, jungle gym, outdoor classroom, PAL's led activities and The Hub. An adult is stationed in each area during lunchtime to monitor safety and behaviour and specific activities are planned for.

At Warton St. Paul's we are committed to keeping our pupils safe at all times. Children with SEND who require help to access PE lessons will be supported by a teaching assistant in addition to the classteacher.

We adhere to Local Authority adult:child ratios on school trips and often exceed these where we feel extra support is needed. In planning school trips we always make specific provision for our pupils with SEND and will provide 1:1 or smaller group supervision where necessary.

Parents have access to our Anti-Bullying Policy on our School Website - <https://wartonstpauls.co.uk/key-information/policies>  
Or a hard copy can be requested from the School Office.

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

### **What the school provides**

If a child is required to take medicine prescribed by his or her doctor during the school day parents are asked to complete a form detailing the name of the medicine, the correct dosage and the time it should be given. They are asked to sign to confirm they give a member of the school staff permission to administer the medicine. Medicines are kept securely in the school office or the staff room fridge.

When a child with specific medical needs joins the school the SENCo, Class teacher and teaching assistant will meet with the child's parents and any other relevant medical professionals to draw up a care plan to ensure we meet the child's needs effectively. This plan will be shared with all relevant staff and information sheets detailing what action to take in the case of a medical emergency (for example an epileptic fit, serious allergic reaction or an asthma attack) will be placed around school for staff to refer to quickly if necessary. If staff require specific training to enable us to care for a child's medical needs we will ensure that all relevant staff are trained as soon as possible.

The school keeps contact details for every child's parents; along with additional emergency contacts should we need to speak to someone urgently. Children's electronic records also include details of their allergies, medical conditions etc. so we are able to pass this information on should we need to call the emergency services. If a child is unwell or injured in school we do our utmost to contact his/her parents as soon as possible.

As a staff we have regular first aid training and there is never a time in school when a qualified first aider is not on the premises. There is also a qualified Paediatric First Aider on the premises at all times. All First Aid is administered by someone with the relevant training and this is recorded on the schools First Aid Log. Parents are notified by a phone call, verbally by the class teacher or with a letter when their child has received First Aid in the school day.

In school there is an identified Mental Health Lead and they are responsible for monitoring health and well-being across school. They are able to direct parents to local resources and organisations to support children when they need it. They also work alongside Class teachers to plan PSHE curriculum content so that it is tailored to the needs of children in our school. Our PSHE curriculum is dynamic so that specific issues for individuals or the community can be addressed when they arise.

## Communication with Parents

### What the school provides

The school website provides a list of staff and their responsibilities within school. Parents are able to make an appointment to see members of staff through the school office.

We have an 'Open Door' policy and parents are welcome to talk to members of staff at the start or end of the school day. If the teacher is not available then a meeting can be arranged at an alternative time. We also are happy to speak with parents on the phone or by email.

As a school, we send messages and important information to all of our parents through Class Dojo. If parents are unable to access this resource, we are able to make other arrangements for communication.

We ask all parents to provide an email address that they can be contacted on. This is often used by teachers to send class information or to arrange parents evening meetings.

We report the progress made by children to parents formally at our two parents evenings which are held in Autumn Term and Spring Term. We also write a formal report once each year and this is shared with parents in Summer Term. Parents are welcome to arrange an informal discussion about their child's progress throughout the school year.

There are opportunities for parents to be involved in events during the school day where they can look in their child's books or take part in their child's learning. In EYFS, parents are invited to look at their child's learning journey book every Friday at the end of the school day. This is also a great opportunity for parents to talk to the class teacher about their child's learning.

We offer open days for children who will be new to school in the Autumn Term before school applications close in January. However, we welcome visits to school for parents and children hoping to join us at any time in the school year. Our head teacher or another senior leader will be happy to show you the school and answer any questions that you might have.

For children joining us in EYFS, we hold four stay and play sessions in the Summer Term for children who will be joining us in September. Additional days can be arranged for families who believe this will be beneficial.

At the start of each school year we have a 'Meet the Teacher' session after school where parents and families are welcomed into school to meet their child's new class teacher.

## Working Together

### What the school provides

We have a School Council group that meets regularly in school with a representative from each year group in school. Children are given the opportunity to discuss their

ideas about the school day and wider opportunities. The children then feed this back to children in their class and an online survey is completed.

Parents are seen as the child's first and most enduring teacher and we really value their input in their child's education. Parents are often asked to complete questionnaires about various aspects of school life including; EYFS, Reading and Policy changes.

Parents are asked to support their children's education with home learning activities. We ask parents to read with their child each night and they are encouraged to leave a comment in their reading diary. Teachers are then able to review these comments during the day, respond and work on areas identified with specific children.

When children have an IPP, parents are asked to record their views on the plan each half term. Parents are also given the opportunity to discuss these with class teachers.

At Warton St. Paul's we tailor our provision to meet the individual needs of the children we have. We work closely with parents to ensure their child is happy and is making progress and this might involve creating home/school contracts/agreements and, because they are created in consultation with children and parents, they are unfailingly supportive.

Parents are able to become members of the Local Governing Committee when a vacancy becomes available. Vacancies are shared with parents on the school website and with a letter sent home with children. Parents are able to apply and a ballot is held if there is more than one applicant.

Parents are welcome to join our PTFA which meets regularly and organises various events during the school year. More information about the PTFA can be found on the school website or at the school office.

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

### **What the school provides**

The SENCo can put parents in touch with a range of services and will meet with parents to discuss this if they wish.

When parents of a child with SEN are invited to a review meeting the SENCo always asks if they would like any help completing their advice form. Referral forms to other agencies are always completed by school in consultation with parents. If a parent requires help filling in a form they have received from outside school regarding their child they should contact the SENCo, the Headteacher.

If a parent requires support with transport to and from school for their child, the Headteacher or SENDCo will be happy to help parents to refer this to the Local Authority or work with parents to develop a plan.



## **Transition to Secondary School**

### **What the school provides**

We are able to support parents when making the choice of secondary schools to apply for. We have links with many of the local high schools and we are able to arrange meetings with members of staff and families if this is required before a choice is made.

For children with an EHCP, when an annual review is completed before secondary school choices are made, discussions around the suitability of each local secondary school and support for parents is offered.

All year 6 pupils will visit their prospective high school for an experience day towards the end of their final year at Warton St. Paul's. Staff from the local high schools often visit us as well for an afternoon to chat to the pupils and answer their questions.

When one of our pupils with SEND is transferring to another school, we organise a transition review to which we invite parents and relevant staff from the new school. The purpose of the meeting is to pass on information and provide a forum for parents and new staff to ask questions and plan support. We endeavour to arrange several visits to the new placement for the child, accompanied by a member of support staff from St. Paul's, so they can meet new teachers and pupils and become familiar with their new setting. Pupils often like to create a photo album or scrapbook with pictures of their new school to show family and friends. Depending on the needs of the child, we have supported his/her transition by doing things such as organising 'Bus Buddies' to meet the child at their bus stop during their first few weeks at their new school and linking children up with older children at their new school so they know some familiar faces.

## **Extra Curricular Activities**

### **What the school provides**

The school has an on site private day nursery called 'The Oaks' that has a before and after school provision, children are brought to school by their members of staff before school and a teacher from school walks the children to the after school provision at the end of the school day. More information about this provision can be found on the school website or 'The Oaks' website.

We have a holiday sports camp that is run by Evolution Sports Company. Attendance at the holiday club can be arranged directly through Evolution.

We run a range of extra curricular activities during the school week, these are during lunchtimes and after school. These clubs include homework, a range of sports and multi skills, gardening, lego, SAT's Booster, Maths, Times Tables, Choir and Drama. These are open to all children but age restrictions may apply. Parents are able to sign children up to clubs at the start of each half term.

We have breakfast and lunch time clubs for specifically identified children. These are available for children who might benefit from a quieter start to the school day and a smaller group of children to eat with at lunch time. It provides opportunities for positive social interactions and children are given responsibilities such as cleaning up after themselves and setting the tables.

At Warton St. Paul's we provide lots of opportunities for children to create strong friendships in their peer group. At lunchtimes we have a Teaching Assistant who leads a group of Playground Friends (PALS) who run different activities on the playground each day.

Support is given to children who find creating friendships more difficult. We have nurture groups that are run each week where small groups of children play games and social interactions are supported by a Teaching Assistant. Identified children are also given close support on the playground with making and keeping friendships and this is often identified as a target on an IPP.

## **Feedback**

### **What is the feedback mechanism**

Feedback can be given verbally, by email, through the school website or in a letter. Feedback will be read by whom it is addressed to and, where necessary will be responded to. Responses will be in a timely manner and in most cases a meeting will be arranged with the parent to discuss their feedback further.