



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Bryning with Warton St. Paul's  
C of E Primary School

School Number: 04031

## 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 families whose first language is not English? How is information made accessible to parents 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**

Our school is a single storey building, the interior of which is fully wheelchair accessible. One of our staff members is a wheelchair user and we have had pupils in the past who have used a wheelchair and all 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 those with restricted mobility. Pupils who use wheelchairs can enter the school from the infant playground via Harriers classroom (Rec/Y1) and the junior playground via Typhoons classroom (Y5/6). The school has an accessible toilet facility and there is a designated parking space in our car park for wheelchair users.

All our classrooms are carpeted and have blinds at the window to improve the acoustics for those with hearing impairment and there are no uneven surfaces or steps within the building which would make access difficult for those with a visual impairment.

Furniture within school is modern and of a suitable size for the children within each classroom and each class uses a visual timetable and has clearly labelled resources.

We use various strategies and resources to ensure that our pupils with additional needs have full access to the classroom and we tailor our approach to the requirements the individual child.

We have experience of meeting the needs of children with English as an additional language and currently have Italian, Latvian and Polish speakers in school. As with all our pupils with additional needs we adapt our approach to meet the requirements of individual pupils and families and liaise closely with other agencies, including

Ethnic Minority Achievement (EMA), to do this.

All the information parents need about our school is available on our school website and we are always happy to speak to parents on the telephone, via email or face to face in school. (Home visits can be arranged.)

## Teaching and Learning

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

At St. Paul's we monitor the progress our pupils are making very closely. Daily assessment is carried out in the classroom by classteachers and teaching assistants using regular plenaries within lessons to check levels of understanding and next step and response marking is used consistently in all classes, allowing children to build on their success, consolidate their understanding and ask for help where needed.

Classteachers meet with the headteacher once a term following a week of formal assessment to discuss the progress of each pupil individually. Children who are not making expected progress are identified and ways of providing extra support are planned. Where the gap between a child and their classmates appears to be widening the child is referred to our Special Educational Needs Co-ordinator (SENCo). Our SENCo meets with the child's classteacher and the child is placed on our SEN register and a Provision plan, Individual Education plan and monitoring sheet are created. This details the additional support the child will be provided with and includes a specific target which will be worked on 1:1 with a designated support assistant at least 3 times per week.

Each teaching assistant in school runs an intervention group once a week and our children with SEN may be a member of several of these groups. Currently we run groups as follows: KS1 Speech and Language, KS1 Basic Number Skills, KS1 Handwriting, KS1 Sight Vocabulary, KS2 Basic Number Skills, KS2 Times Tables, KS2 Handwriting & KS2 Phonics. The groups are created in response to need and may change depending on the kind of additional support our pupils require.

The school recognises the impact support staff can have on the progress of our pupils with SEN and each class has at least 15 hours, and in the majority of classes more, additional support per week. We ensure that our statemented children receive the level of additional individual support detailed in their statement and in most cases we provide more than is specified.

All our support staff have been trained in the use of PIVATs (Performance Indicators for Value Added Target Setting). Children with SEN may make smaller steps of progress than their peers and PIVATs allows us the measure these steps and identify what the child needs to work on next. It also helps us set challenging but achievable targets for our SEN pupils. Our support staff update their PIVATs assessments in line with our termly Pupil Progress Meetings.

The Headteacher uses the Lancashire Tracker along with various tracking systems of our own to monitor the progress of groups within our school including pupils with SEN and those in receipt of Pupil Premium to ensure that levels of attainment and progress remain high.

We work closely with a range of other agencies that can provide additional specialist expertise to help us meet the need of our pupils with SEN. 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 in to 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 share a small number of pupils. We have an excellent relationship with our School Nurse who regularly meets with staff to share information on our pupils and provides a regular drop in service for parents.

Our SENCo has achieved the National Professional Qualification for SENCos and also has a certificate in 'Meeting the Needs of Pupils with SEN in the Ordinary Classroom'. All our support staff have received First Aid and Safeguarding Training and are familiar with PIVATs. In response to the individual needs of our pupils we have provided our support staff with training from Hillside Special School for Children with Autistic Spectrum Disorders, CARITAS Care and CAMHS who provided training on meeting the needs of children with Reactive Attachment Disorder, Jason Bangbala (an educational consultant) who delivered training on dealing with Challenging Behaviour in the Classroom and various specialist teachers from IDSS who have trained our support staff in meeting the needs of pupils with a range of difficulties including visual and hearing impairment, dyslexia, dyspraxia and toileting difficulties. We are committed to providing the highest standard of education for all our pupils and therefore when we welcome a pupil with needs we are unfamiliar with we seek advice immediately.

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.

When sitting exams children with SEN can be supported on a 1:1 basis, have timed breaks, be granted additional time and sit exams in a quiet setting in a small group to aid concentration (in accordance with statutory guidance).

## **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 SEN 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**

We arrange Annual Statement/Education Health and Care Plan Review Meetings in liaison with parents, ensuring that the date and time are convenient; we have invited 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 for a chat 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.

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, chats with staff, parents evening and review meetings allow us to ensure our provision is effective and supports the individual child.

## **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 find details of policies on anti-bullying?

### **What the school provides**

The Headteacher keeps a file of risk assessments covering every aspect of school life which is regularly reviewed and audited by the Local Authority Health and Safety Team. When it is necessary to make special arrangements for one of our pupils we write a risk assessment in consultation with parents and the staff involved. Some of our pupils may need a member of staff to meet them at the start of the day and escort them to their parents at the end of the day. In these cases we would agree arrangements with the child's parents to ensure they were convenient. Children could be dropped off and collected from the school entrance, car park or playgrounds.

Children are well supervised at break times; there are always at least 3 members of staff on duty including at least one member of teaching staff during morning playtime and 4 lunchtime supervisors at lunchtime. 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 for football and ball games; an environmental garden where no running or noisy games are allowed and a number of picnic benches where children can sit and read etc. We run various lunchtime activities including a craft club for those children who have difficulty coping with unstructured times and a homework club for those children needing support to complete homework.

At St. Paul's we are committed to keeping our pupils safe at all times. Children with SEN 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 SEN and will provide 1:1 or smaller group supervision where necessary.

Parents can find details of our anti-bullying policy on our website.

**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**

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 school staff permission to administer the medicine. Medicines are kept securely in our medical room.

When a child with specific medical needs joins the school the SENCo, Classteacher 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 to 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.

All our support staff have first aid training and there is never a time in school when a qualified first aider is not on the premises. When we take children out of school for trips and visits, we ask parents to complete an additional form which we take with us, this provides emergency contact details for that particular day.

Children can access a range of health and therapy services on the school premises via our school nurse who runs regular drop in sessions for parents in addition to visiting school regularly to attend review meetings, update us on the needs of particular children etc.

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents 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 updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### **What the school provides**

The school website provides a list of staff and their responsibilities within school. Each class has its own page which provides additional details specific to that classroom. The school prospectus also provides staffing information and there is a ‘Who’s Who’ board in the school foyer so that parents are able to ‘put a face to a name’.

Parents are able to pop into school at any time and classteachers are usually available for a chat at the start and end of the school day. If for any reason a member of staff is unavailable an appointment will be set up as soon as possible.

The school holds two Parents Evenings per year during which parents have a 10 minute appointment with their classteacher and have the opportunity to view their child’s books.

We communicate information regarding children’s progress formally at Parents Evenings and in the child’s end of year report and informally through certificates, awards, comments in reading records and invitations for parents to our weekly Celebration Worship. (If a child is receiving an award, their family are invited to see him/her receive it).

At the start of every year we have a ‘Meet the Teacher’ afternoon when parents can come into school to meet their child’s classteacher and their child can show them around the classroom. The classteacher usually give a short presentation giving details of classroom routines and other useful information.

We hold Open Afternoons and Special Assemblies when children can share what they’ve been finding out about in the classroom with their parents.

Parents have the opportunity to give feedback to the school via our Parental Questionnaire which is given out at one of our Parents Evenings once a year and via our Parents Forum which meets regularly.

### **Working Together**

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents 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 SEN and supporting their families? (e.g. health, social care,



voluntary groups)  
How do home/school contracts/agreements support children with SEN and their families?

**What the school provides**

Children are given the opportunity to have their say via our School Council which consists of elected representatives from each year group from Year 1 to Year 6. Parents can have their say about their child's education by coming into school for a chat, via our Questionnaire, at Parents Evenings and at Annual Review Meetings (if their child has Special Needs).

Parents can get involved in the life of the school by becoming a Parent Helper and coming into school to hear children read and assist with classroom activities. They can also join the PTFA (Parents, Teachers and Friends Association) and help to plan and run fundraising opportunities. They may also wish to join the school Governing Body, vacancies for which are advertised by school when they become available.

The school employs a family learning mentor to support parents and families who need additional help and support. Amongst other things, she is able to help with improving attendance; accessing help from other agencies and providing a listening ear.

The Governing Body delegates the responsibility to involve other agencies to support the needs of our pupils with SEN to the Headteacher and SENCo.

At St. Paul's we believe in tailoring our approach to best suit the needs of each individual child and therefore we involve parents closely in planning to ensure that their child is happy and makes progress in school. This may involve creating home/school contracts/agreements and, because they are created in consultation with children and parents, they are unfailingly supportive.

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

**What the school provides**

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 or the Family Learning Mentor who will be happy to help.

The SENCo can put parents in touch with a range of services and will meet with parents to discuss this if they wish. We are happy to contact the Family Liaison

Service if parents require some impartial advice or assistance.

The Headteacher will meet with parents of children who have travel plans to discuss the best way for their child to get to and from school as soon as the plan is drawn up.

## Transition to Secondary School

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

### What the school provides

All year 6 pupils will visit their prospective high school for an experience day towards the end of their final year at 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 SEN 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 scrap book 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

- 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 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

The school has a private nursery on site called 'The Oaks' which provides before and after school care, escorting children onto the playground in the mornings and meeting them in school at the end of the day. Details of this can be found on the school website and newsletter or may be obtained from the school office.

The school offers a large number of after school and lunchtime clubs the vast majority of which are free. These include Choir, Recorders, French, Athletics, Homework, Netball, Football, Multi-sports, gymnastics and Rounders. We also offer

guitar, violin and keyboard lessons. All our pupils have the opportunity to join a club. Some clubs are targeted at a particular age group but there is no requirement for children to have any previous experience or level of skill.

Some of our Year 6 pupils are given the task of being 'Playground Friends'. They wear special caps so they are easily recognisable and they operate friendship stops in the playground for children to go to if they can't find anyone to play with. The playground is well staffed at lunchtime and playtime and adults keep an eye out for children who appear lonely or unhappy.

When a new child enters the school the classteacher will ask one or two class members to stay with them at playtime, escort them to lunch and introduce them to other children.