



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Whitefield Primary School

School Number: 07044

School/Academy Name and Address	Whitefield Primary School, Oaklands Drive, Penwortham, Preston, PR1 0RH		Telephone Number	01772 744449
			Website Address	www.whitefield-pri.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes		
	X			
What age range of pupils does the school cater for?	4 - 11			
Name and contact details of your school's SENCO	Mrs J Adams Inclusion Manager jadams@whitefield-pri.lancs.sch.uk			

Name of Person/Job Title	Mrs S C Foster Head Teacher		
Contact telephone number	01772 744449	Email	head@whitefield-pri.lancs.sch.uk

I confirm that our Local Offer has now been published on the school website.

Please give the URL for the direct link to your school's Local Offer	www.whitefield-pri.lancs.sch.uk		
Name	Mrs S C Foster	Date	15.07.14

Please return the completed form by email to:
IDSS.SENDReforms@lancashire.gov.uk

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

School Information

- The school's commitment to inclusivity is evidence of the way in which the diversity and the nurturing of the individuality of all members of the school community is celebrated and provided for in the physical aspects of the school environment.
- The school has a vibrant learning environment that meets the needs of all children.
- The school building is on one level across two buildings and is wheelchair accessible.
- We have accessible parking facilities and drop kerbs for easy access.
- Auditory environment – headphones are available for using with laptops and iPads. Staff have received training to support pupils and adults with hearing impairments due to the needs of a staff member, parent and child.
- Visual environment – Whiteboards and interactive whiteboards are at the front of all classrooms and the hall and centred. There is pale paintwork on internal walls so all displays and classroom working walls are easy to see. Blinds are fitted in classrooms to avoid harsh sunlight.
- There are accessible changing and toilet facilities.
- The outdoor environment has been developed to be accessible to all children. The wildlife garden, the planting area and the playgrounds have been adapted and designed on order to make them suitable for everyone on the recommendations of specialist companies and professionals.

Information

- All information is accessible via our school office and posted on the school website.
- Relevant brochure/policies can easily be presented in large font.
- If brochures in other languages were required we would liaise with the pupil access team and the school transition team.
- Similarly our Teachers / School Business Manager are available to meet with parents who are without access to laptops or who have additional needs to support them re filling in forms.
- The school uses the Tucasi SCO text and email system.
- Regular meetings with parents of pupils with special educational needs or disability are timetabled each term.

Resources

- ICT provision in the form of interactive white boards, laptops, i-pads and netbooks, is of a high standard and makes a marked contribution to the quality of learning for children with Special Educational Needs and Disabilities. ICT is used effectively as a teaching tool and results in an increasing variety of interactive teaching and learning strategies with a positive impact on pupil responses and engagement.
- The precisely targeted support of support staff who are equally skilful in using IT, has impacted significantly on those pupils with SEN. The overall impact of the use of ICT is that pupils are able to sustain concentration and stay focused on tasks, leading to improved outcomes.
- All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and needs specific. Specialist equipment has been acquired for those children with disabilities.

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

- The provision for children with Special Educational Needs has been acknowledged as being of a very high standard and a strength of the school. Teaching and support staff are fully aware of their responsibilities and strategies to use in order for these children to engage in teaching and learning and to make progress. Staff have benefited from extensive CPD linked to the needs of the children with whom they work now or in the future.
- Pre-school settings are visited by the Reception Class teacher to ensure a smooth transition to school. Additional sessions are provided for children with SEND if required, and these children start school at the earliest possible date.
- The school has a successful playgroup – 'Whitefield Seedlings'- that operates once a week. It caters for children during the year aged from birth to pre-school and is an integral part of the school's EYFS Induction Programme allowing for children's needs to be identified at an early stage in their development.
- Individual meetings are held before the child starts school in September between the Reception Class teacher, parents and their child.
- The EYFS team achieved the Lancashire Step into Quality award for their indoor and outdoor provision in 2014.
- Lessons are exceptionally well planned to include learning through a wide range of activities and at a challenging but inclusive pace.
- Assessment for learning is firmly embedded in the school and is used effectively to support children of all abilities. Pupils are highly considerate and very supportive of each other in lessons through effective use of Assessment for Learning strategies.
- Teachers are pro-active in sharing good practice in relation to SEN and engage in professional discussions that result in high standards of provision.
- All children are monitored and tracked through the teacher teaching, pupils learning and assessment.
- School policy is followed for identifying and referring pupils who are believed to have a special educational need or disability. Guidance and advice is given to teachers who express concerns about specific children by the Inclusion Manager and the Headteacher and other professionals from the Inclusion and Disability Support Service.
- Teaching Assistants provide support for children who require extra intervention and support. In addition, our Teaching Assistants have specialisms in areas such as SD, BESD, ASD, HI, ADHD and PD to offer support to pupils outside of the classroom when required.
- Children are provided with the resources they require in school. These are tailored specifically to their needs. These may include specialist writing equipment, sloped writing tables, work stations and ICT as required. Children are encouraged to be independent learners.
- The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, CAMHS, clinical psychology, GRIP and EMA. .
- SEND professional development meetings provide staff with updates on changes and training opportunities. Teaching assistants are trained in key areas such as speech and motor skills. All school staff have a personalised CPD

programme including SEND to develop skills further.

- Teachers are committed to teaching lively and thought provoking lessons in a way which encourages all children to become independent learners. The school's skills based Creative Curriculum has been carefully planned and successful in motivating children of all abilities and ages.
- Our provision map indicates a range of interventions, resources and support for children with a variety of academic and non- academic needs from foundation stage through to Year 6
- Specialist teachers and outside agencies are employed according to needs identified in school.
- The Inclusion Manager and her team of TAs have extensive experience of supporting children with Special Educational Needs and Disabilities.
- All SEND pupils are assessed regularly and tracking data analysed to show progress and attainment, thus informing targeted support for the following term.

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

- Regular meetings are held between staff in order to discuss provision and progress. Termly reviews are conducted with pupils and parents and Annual Reviews and Mid-Year Interim Reviews are planned and carefully timetabled. Local Authority SEND officers are invited to contribute to these meetings along with other medical professionals or other involved agencies..
- Children with Special Educational Need and Disabilities are extremely well supported and are given every opportunity to thrive and succeed. Their progress is closely monitored and whenever necessary intervention programmes aimed at meeting both academic and personal needs are put in place. A rigorous system exists which involves review and planned delivery ensuring that specifically targeted support is accessed by those in need.
- All staff have benefited from extensive CPD linked to the needs of the children with whom they work now or in the future.
- Children who are transferring to Key Stage 2 or 3 have a Transitional review in the Summer Term. The SENDO from the child's future school is invited to these meetings, as are any other professionals who contribute to the child's provision.

- All staff monitor pupil's individual progress termly and the Inclusion Manager uses termly assessment data to track and measure the progress made by children on the Special Educational Needs & Disabilities register. This progress is then shared with staff and reported to the Head teacher, Governors and School Advisor.
- The use of PIVATS to set realistic targets for children with Special Educational Needs is central to the school's tracking and target setting process.
- Careful analysis of each year group's assessments results in teachers identifying individual targets for each child, every term. These are shared with parents. These are the result of precise teacher assessment and awareness of pupils' capabilities. They make explicitly clear the pupils' next learning steps.
- Interventions and in-class support are reviewed regularly throughout the year. The school's Provision Map is updated each term.
- Governors discharge their statutory duties effectively. They are fully and systematically involved in evaluating the effectiveness of the school. This is exemplified by regular scrutiny of the work of the school in relation to Special Educational Needs and Disabilities. The link governor for SEND is proactive in her support of the school and liaises diligently with the Inclusion Manager ensuring that she is fully aware of all developments. Governors receive reports from the Headteacher on a termly basis and, as many of them are frequent visitors to the school, they are fully aware of standards and levels of support for children with SEND.

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

- Risk assessments are carried out for all off site visits. Educational visits are supervised by EVC officer. Where relevant, pupils may have reduced adult to pupil ratio.
- All areas of the school form part of our Health and Safety policy. The school has had a successful Health and Safety Audit; all aspects of the school's procedures are securely in place.
- All children can come into school from 8.50am, A member of staff welcomes them

at the door and their teachers are waiting for them in the classrooms where they complete early morning tasks. A 'Meet and Greet' system is in place for any children with specific needs. At the end of the day the younger children are handed over to their parents and the KS2 children are escorted to the gate by their class teachers until they are collected.

- Able-bodied children show concern for the safety of children with Special Educational Needs and Disabilities; this is frequently commented on by staff and visitors to the school.
- The children actively report any risk and take action to remove such risks to ensure the safety of their disabled peers. Parents and carers of children with such disabilities have expressed their gratitude for the way in which the school has used its resources in order to adapt or revise procedures or the learning environment in order to ensure the safety of their children.
- The school has more than required ratio of adults to pupils for the break and lunchtime periods in order that the children with Special Educational Needs and Disabilities can receive a high level of supervision.
- Policies on Behaviour and Anti-Bullying are on the school website. Safety is embedded within our curriculum.
- The school has excellent quality assurance and risk assessment systems which are routinely informed by pupils' and parents' views, including those who may have barriers to communication.
- There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. Consequently, comprehensive records related to any incidents are kept by the Headteacher who is the Designated Senior Person. This information is used to inform meetings with other agencies concerned about the welfare or safety of children.
- The school's collaborative working with other key agencies is exemplary and often leads to additional support from various agencies being accessed both for parents, carers and children whose personal circumstances were such that they could have been at risk and in danger. The school regularly hosts Team Around the Child meetings and other multi-agency meetings for Children in Care or those with Children in Need plans, preparing reports and making a significant input to discussions in order to secure the best possible outcomes for the children concerned.

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

- Medicine is only administered by school staff for medicine provided by a doctor and when appropriate school documentation has been completed.
- All staff are briefed if any child needs/has a care plan. When informed, the school briefs staff about children with asthma, diabetes or any other medical condition, who require additional medical support. Outside professionals such as the school nurse are consulted to write care plans when required.
- All staff, apart from the Headteacher, are 1st aid trained and receive their training on a rolling programme to ensure they are kept updated. Three staff have 1st aid at wrk training, and four staff have paediatric 1st aid training. For specific conditions, professionals train staff, eg. In the use of a defibrillator, epipen, diabetes checks and the medical emergency process is followed to the letter.
- Different services will be requested as required such as speech therapists, physiotherapists, occupational therapists and CAMHS . The school nurse attends school to provide support for specific children after relevant referral has been successfully made by our Inclusion Manager and the child's parents.
- The school provides Learning Mentor support and Behaviour Mentor support for children who are in need of support related to BESD. They, along with other members of the support staff are well versed in the use of effective strategies as a result of an effective programme of CPD.
- Members of the support staff are timetabled as part of the Provision Map to provide regular support to individual and groups of children who are experiencing emotional, social and behavioural difficulties in order to help them develop strategies that they can use to improve their response to teaching and learning and to make progress.
- Our Reception and Y6 children have their weight monitored and sight tests in Reception and hearing tests in Y1 are part of an annual programme.
- The school is part of a School Sports Development Initiative and has been awarded the Quality Mark for Physical Activity. This along with the Healthy Schools Award demonstrates a commitment to healthy lifestyles and personal well being. The school actively seeks out activities and events where children with Special Educational Needs and Disabilities can take an active part. Physical Activity and the teaching of PE are seen as a high priority by the school.

Communication with Parents

- 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

- Inclusion, which underpins the school's vision, is actively promoted through the school's positive ethos and is demonstrated by the effective use of intervention and specialist teaching to significantly 'narrow the gap' for vulnerable pupils. Parents are a vital part of this and the school welcomes any feedback and sharing of information that will benefit their children.
- SEAL units of work are brought to a close with an assembly for parents and families. Once again inclusivity is a vital aspect of this work.
- The school promotes and encourages a high level of parental involvement in their children's education. Fortnightly newsletters are distributed to families. The school has a website that is updated weekly with events in school.
- The school achieved the Lancashire Parent Partnership Award again in 2014, demonstrating its positive and welcomed links with parents, families and the community.
- Parents and carers are regularly informed about all aspects of their own children's achievement, well-being and development at Parent / Teacher meetings, informal meetings throughout the term and messages home via text, email or letter. The school provides tailored guidance and information about precise ways parents and carers can support their children's learning across a wide range of subjects. (SATs meetings, EYFS Induction meetings, Year 2-Year 3 Transition meetings, EYFS/Y1 Transition project, ESafety Meetings, class newsletters, Maths & Reading Meetings, How to help your child at home meetings and a homework booklet.)
- Consistent and productive partnerships ensure that parents and carers are strongly engaged with their children's learning and the school's work. They are encouraged to write comments in their child's Reading Journals. They are encouraged to write comments on the end of year reports.
- Parents are invited to support curriculum events, questionnaires, Family Days, social events organised by The Friends of Whitefield and school projects aimed at enhancing the school environment.
- Parents have regular opportunities to meet both formally and informally with the Inclusion Manager and as such, is firmly committed to ensuring that all children with SEN at whatever level and for whatever category, receive effective and appropriate support either from members of the school's team of Learning Support Assistants or from specialist teachers from the Lancashire Inclusion and Disability Support Service or for other agencies such as Speech and Language Therapists, CAMHS, Social Care, Physiotherapists or Occupational Therapists. The school has established strong links with all of these services and provides a high level of support for children and their parents whenever it is needed.
- A staff list giving details of the roles and responsibilities of all staff is in the school prospectus which is given to every parent at the Induction evening. The school website lists the staff at school and their areas of responsibility; alternatively parents can ask at the office and will be directed to the correct member of staff.
- We provide access to school brochures and policies via our website or from school office.

- The school has an 'Open Door' policy and staff are available before and after school on most days. Occasionally an appointment may have to be made to see a teacher or the Headteacher.
- Each class has a web page, accessible through the school website, which celebrates pupils learning and activities in class.
- 'Meet the Teacher' evenings and 'Parent/Teacher' meetings are held in the autumn, spring and summer terms.
- An end of year report is sent to parents in July.
- There are also periodic curriculum meetings for parents linked to the different subjects and year-groups.
- A pre-school group (Whitefield Seedlings) is run weekly providing an introduction for both parents and their children to the school, its learning environments and the staff.
- EYFS/Reception pupils and parents/carers have a series of induction 'stay and play' in the Summer Term prior to their start date in September. Visits to our school are warmly welcomed at any time for prospective and new parents.
- Parents can feed back via the parents evenings, parents groups, parent questionnaire and at any time via staff
- Parents are invited to EYFS, KS1 and KS2 Christmas performances. Attention to detail and careful planning ensures that all events are fully inclusive and takes into account the changing needs of each class according to the children in that year's cohort.
- Meetings are arranged annually for areas such as SATS, residential trips, personal, social and relationship education.
- We welcome parent helpers in school to support children in all year groups, ensuring that they are fully aware of the abilities and needs of any children with SEND that they may be asked to support.

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

- The school provides an environment where the promotion of equality of opportunity is at the heart of all of its work and its aspirations are understood and acted upon consistently at all levels. This is evidenced by the school's SEAL work which explicitly emphasises this. Its application to everyday practices and procedures in the school underpin the day to day life of the school.
- Various pupils groups facilitate decision making in school, such as School Council, Y6 Pupil Leadership Team, Eco Warriors, Librarians.
- All of these pupils groups report to governors termly.
- A buddy system is in place whereby children in Year 6 support new Reception children.
- Subject leaders meet with pupils to evaluate how well their subjects are progressing with the intention of improving them further.
- Parents, school and pupils sign a home school agreement at the start of each school year.
- Parents are encouraged sharing views in Parent/Teacher meetings each term or during specific curriculum meetings or by liaising with Parent Governors.
- The school has an active and successful Parent Teachers Association – Friends of Whitefield - to which all parents, family members and community members have membership and are invited to support.
- The school has a proactive governing body which includes effective parent representatives. Vacancies on the Governing Body are advertised/publicised via the school's various methods of communication.
- Parents are encouraged to take up positions on the governing body other than the parent governor posts e.g. Local Authority representative or community representative. Consequently, a large number of governors are related to current or past pupils at the school.
- The Headteacher, Inclusion Manager and Governors signpost other agencies and invite them to shared meetings on our site as needs arise such as TAF, CAF, Core Group Meetings. These often involve other agencies in meeting the needs of pupils with SEN and supporting their families (e.g. health, social care, educational psychologists, voluntary groups)

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

- The school provides a high standard of inclusivity ensuring that children with SEND and their family are supported confidentially and

compassionately.

- The Headteacher, School Business Manager and individual class teachers are more than willing to help with completing forms and paperwork.
- Information, advice and guidance can be accessed by parents via the school office, school staff, email or letters. The school website directs parents to other sources of information and leaflets and posters are clearly displayed in the school foyer signposting families to other community groups or organisations.
- The school can access family/parent support through the local Children's Centre.

Transition to Secondary School

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

What the school provides

- Secondary school teachers visit the school and meet with the Year 6 teacher in order to discuss individual children prior to the Taster Days, A detailed transfer of information takes place ensuring that the secondary school has a clear picture of any children with Special Educational Needs and Disabilities.
- Additional transition days are available to some high schools for pupils with SEND.
- Support staff can accompany pupils who require additional support on initial visits to the High School.
- The Inclusion Manager liaises with colleagues at the receiving high school and a robust transition plan is drawn up which may include additional visits.
- Review meetings involving staff from both schools are held for any children whose needs are such that a more detailed discussion is required.

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

- Before and After-School care is provided on site by BOLA (Big Oaks Little Acorns). All BOLA staff access CPD to support children with SEND. Further

information is available via the BOLA handbook on the school website www.whitefield-pri.lancs.sch.uk

- The school provides a wide variety of activities aimed at meeting the needs and interests of all children. These are run by school staff and other outside agencies before school, lunchtime and after school; some incurring a small fee.
- We ensure our wide choices of clubs are inclusive by offering suitable activities for the age ranges.
- External agencies use the school for activity weeks in the holidays which are offered to our families. Holiday activities are also signposted on our school website.
- Children are able to resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs. They have a very good insight, based on first-hand experience, into similarities and differences between their own and others' cultures and how these are constantly changing. They are open to new ideas, appreciate cultural diversity and challenge racism.
- The sense of community, where children respect each other is paramount and everyone helps everyone else, is extremely strong.
- The school, through its curriculum and wider life develops children's understanding of other cultures as well as their own. Pupils develop an understanding of the cultures that make up their own and British society through the creative curriculum. Parents of families from different cultural backgrounds have a part to play in this too, coming into school to support lessons and sharing their own beliefs and cultures with the children. There is a positive celebration of different cultures represented in the school.
- PSHE and SEAL activities are embedded within our curriculum and encourage our children to be responsible citizens of the world and emotionally literate human beings.