



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Stalmine Primary School**

School Number: **02/027**

## 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?)
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### What the school provides

- Our school building is wheelchair accessible and we have a designated disabled parking space close to the school entrance.
- We have an accessible toilet.

## 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

- Children are assessed by teaching staff as well as outside agencies to determine any SEN. As we now accept nursery aged pupils, we are able to identify from very early on any concerns we have.
- School have bought a GL Dyslexia Assessment Portfolio which allows us to test pupils for dyslexia. We have also purchased a Working Memory Assessment Kit which enables us to test children who we feel are being hindered in their learning by memory issues.
- Any concerns from the Class Teacher are taken to the SENCo who will then liaise with the relevant professionals in order to assess the child's individual needs. Any necessary support will then be put in place.
- Each classroom has a Teaching Assistant throughout the morning from 8:55 am until 12pm. We currently have no pupils requiring 1-1 support.
- We have 1 pupil with a Statement of Educational Needs for Global Learning Difficulties.
- In addition to our classroom based TA's, we also employ 2 SEN Level 2b Teaching Assistants who carry out specific interventions with groups of children throughout school in our designated intervention areas. Intervention groups include: Phonics (Letters and Sounds and Toe by Toe), Reading (Better Reading Programme), Speech (Talk Boost), Maths (additional maths groups for targeted groups of pupils), Lego Therapy, Social Skills and Fine/Gross Motor Skills.
- Individual Action Plans are written for pupils with a Statement or EHCP and these are written by the class teacher. They are reviewed regularly and any professionals involved with the child may be involved in this

process. The SENCo monitors and supports this process and holds meetings with parents where necessary.

- Independent learning is encouraged through differentiated work/activities and a variety of different teaching techniques.
- We work with many outside agencies. These include: Educational Psychology services, Inclusion and Disability Support Service (IDSS), School Nurse/Doctor, Speech and Language, CAMHS, Child Action North West (CANW), The Linden Centre and specialist teachers.
- Training is on-going for staff. The Headteacher ensures that staff are well equipped in their SEN knowledge by sending them on appropriate training courses.
- Provision mapping highlights children's needs and shows how these needs are being met. This is an on-going area of development for our school.
- For tests, the individual child's needs are assessed and where it is necessary additional time, readers or other provision is put in place for them. Pupils may also be withdrawn from testing if they meet the criteria.

## 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

- EHCP's and Statements are formally reviewed annually and every 6 months for a child in Reception. All paperwork is submitted to Lancashire County Council via the school's portal.
- Progress of SEN children is monitored thoroughly by the Headteacher and the SENCo ensures staff understand the systems in place to assess steps of progress.
- Children with SEN have their Individual Action Plans reviewed regularly and discussions are held with the children and parents to help move their learning forward.
- Formally recorded progress is used by the school to inform their provision mapping which is then subsequently reviewed.



## 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

- Environmental Risk Assessments are carried out on a regular basis for any areas of concern within school. Headteacher, Governors and District Surveyor are all involved with this process.
- Regular checks of premises and equipment are carried out. For example: play equipment; fire equipment and means of escape.
- Personal Emergency Evaluation Plans (PEEPs) are devised for any staff or children who have additional physical needs.
- Risk assessments are carried out on an on-going basis for both school based activities or school trips. These assessments are carried out by class teachers. They are then submitted for approval by the Educational Visits Coordinator (EVC). If visits are of higher risk, then they will be formally approved at a Full Governing Body Meeting and approval from Lancashire County Council will also be sought.
- Parents dropping children off at school usually park on Mill Lane. Markings up the school drive clearly indicate where people should walk and the Headteacher ensures children adhere to these boundaries.
- Safeguarding at Stalmine School is paramount and we have a number of things in place to ensure the safety of the pupils in our care. For example, the school has a barrier at the bottom of the drive which is closed for 15 minutes each morning from 8:45am -9am and each afternoon from 3:00pm until 3:20pm. This is to prevent any vehicle leaving or coming up the drive and parking on school grounds during these busy times.
- Security fencing has also been fitted in the infant playground which allows children to play safely.
- The children are supervised by staff throughout the day. Teachers and Teaching Assistants provide supervision at playtimes at lunchtime and there are always 2 people on duty at any one time. In addition to this, the

Headteacher greets pupils between 8:45am and 8:55am as they arrive at school.

- Provision is made to keep all children safe in PE or during outside school activities. Children are closely supervised and adequate numbers of additional adults (including 1-1) is provided as necessary.
- School policies are available through the school 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**

- The school's medicines policy requires parents to administer medication to children wherever possible. Only in exceptional circumstances, or as part of a care plan, would senior staff administer medicine. A record of any medicine given is kept in the school office.
- Medication is kept securely in the school office and only administered to children with explicit instruction, prescription and permission from parents and carers.
- If a care plan is required, school staff meet with parents and relevant medical professionals to produce the document collaboratively. Any staff member who has contact with the child identified within the care plan are made aware of the content.
- Training on medical needs is provided through first aid training. Any extra requirements for specific medical needs would also receive training.
- School have a defibrillator machine and the majority of staff members have received training.
- Many healthcare professionals provide support to the school as and when required.
- The School Nurse attends school regularly and is an excellent support.

## 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?
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### What the school provides

- Being a small school, everyone knows each other! We have an Open Door policy and parents feel comfortable in approaching staff.
- The class teacher is usually the first point of contact along with access to the SENCo and Headteacher.
- The school uses an excellent communication system called Class Dojo which is a messaging service for teachers and parents. Parents are able to download the APP and this will then allow them to send and receive messages. It is a wonderful resource and something which everyone enjoys using. Good work can be shared in the form of a photograph or message sent home.
- Parents/carers can make an appointment to see a member of staff and we endeavour to arrange a meeting quickly and efficiently; on the same day if possible.
- Parents and carers are informed of progress through Parent's Evening appointments (2 per year) and a formal report written annually. All staff are more than happy to meet with parents at any time if there is a need to discuss anything. Class Dojo provides many opportunities for information sharing.
- The school has an Open Day each year in the Autumn Term where new families are welcomed in to school to spend the morning with us.
- Parents can give feedback to the school via parental questionnaires sent out each year.
- Pupils complete Pupil Attitude Questionnaires each year.

## 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 offer their viewpoints through School Council and Pupil Parliament. These viewpoints are used to help improve the children's school experience.
- Children are able to offer their ideas for fundraising and suggest ideas to help improve our school and its environment.
- Parents of FS children are invited in each term for a 'Stay and Play' session where they can work alongside their child on a specific task (E.g. Christmas Crafts or Maths etc). Parents are invited on to school trips and are welcome to volunteer to help out around the school. There is the opportunity for parents to stand as Parent Governor of the school.
- The school does not currently have an active PTFA.
- School reports include opportunities for parents to respond and inform teachers of additional achievements.
- The Governing Body meet regularly and the SENCo provides a written report which is shared with them. There is a designated SEN governor and the Chair of Governors along with the Headteacher and SENCo ensures the needs of our SEN pupils are met.

## 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 support if a parent has concerns about completing a form and informs them who to contact about any issues regarding their child. The school can act as a first point of contact for parents if required. This can be accessed through contacting the class teacher, SENCo or Headteacher.
- The school works in partnership with Working Together With Families, Homestart Wyre, Garstang Children's Centre, Stepping Stones (Pupil Referral Unit), Children and Social Care and Parent Partnership.

## Transition to Secondary School

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

## What the school provides

- The school liaises with the local high schools to provide a smooth transition to secondary. We have an excellent relationship with the local high schools and the Year 6 teacher attends the Annual Transition Conference.
- Children visit the school in question as a group as well as individually as often as required.
- The Assistant Head/Pastoral Manager from our local secondary school meets with the Year 6 teacher and the children for an information sharing session.
- There is also the opportunity for Year 5 visit days where the children visit the nearest high school and participate in fun activities.

## 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

- As of September 2016, we will be offering an after school club from 3:15pm until 6pm.
- We do not currently offer our own holiday club but we do promote local holiday clubs which are on offer nearby and ensure parents are informed of these in advance of the holidays.
- Throughout the year, we have various clubs on offer for children to attend. These include: football, rounders, cricket, dance, gymnastics, art club, cookery club, board game club etc.
- All our clubs are free as they are run by staff within school except for Taekwondo which is chargeable.
- School offers a 'Buddy System' to help any child who is new or experiencing difficulty making friends.
- We have a buddy bench where children can sit if they feel sad or lonely. When we see someone sitting there, we always try to help them.