



**SEN and Disability**

**Local Offer: Primary Settings**

**School Name:** Lea Endowed C of E  
Primary School

**School Number:** 06038

<b>School Name and Address</b>	Lea Endowed C of E Primary School		
<b>Telephone Number</b>	01772 729880	<b>Website Address</b>	<a href="https://www.leacofe.lancs.sch.uk/website">https://www.leacofe.lancs.sch.uk/website</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>
	✓		
<b>What age range of pupils does the school cater for?</b>	Age 4 -11		
<b>Name and contact details of your school's SENCO</b>	Mrs Anne Lucarelli 01772 729880		

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school.

<b>Name of Person/Job Title</b>	Mrs Catherine Seagrave		
<b>Contact telephone number</b>	01772 729880	<b>Email</b>	<a href="mailto:head@leacofe.lancs.sch.uk">head@leacofe.lancs.sch.uk</a>

## Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

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

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="https://www.leacofe.lancs.sch.uk/website/send/153461">https://www.leacofe.lancs.sch.uk/website/send/153461</a>		
<b>Name</b>	<i>Catherine Seagrave</i>	<b>Date</b>	11.2.19

## Accessibility and Inclusion

To ensure access for pupils and parents with disabilities the school has two entrances accessible by ramps. Accessible toilets are available if needed.

Information for parents is available on the school website and outside noticeboards in addition to weekly newsletters which are sent via e-mail. Furniture is modern and of a suitable height appropriate to the age of the children being taught in that classroom.

The school has a range of equipment that can be utilised for children with SEND; writing slopes, wobble cushions, colour overlays specialist software, in addition to iPads, headphones, laptops, computers and interactive whiteboards in every classroom.

Our Breakfast and After School clubs are available for all pupils, including those with SEND.

## Teaching and Learning

Early identification of SEND is vital. Quality first teaching ensures that all children are able to access learning within the classroom. Close monitoring of each child's progress throughout their school lives ensures that we are able to identify children who may have barriers to learning and therefore put in the necessary support for their own particular needs. Parents and children with SEND are central to the development of their own support plan.

School works with a range of outside agencies to ensure the correct level of expertise and support is access. We refer to speech Therapy, Golden Hill, CAMHS, paediatricians, Educational Psychologists, Occupational Therapy and the nursing team where appropriate. We also have a play therapist available who can provide emotional and social support on request.

A number of staff have received First Aid training, including Paediatric Training. Staff have been trained to support pupils with ASD, S&L needs, behaviour management, including restorative approaches. Staff training is provided when different needs arise in order to provide for particular and specific needs that are in school. LSAs have timetabled time to support those on support or EHC plans.

When sitting examinations children with SEN can be supported, e.g. 1 to 1, have timed breaks, additional time, sit exams in a quiet setting in a small group to aid concentration, all in accordance with current guidelines.

Our SEND provision map indicates the provision we have available in all for areas of SEND:

Cognition and Learning  
Communication and Interaction  
Emotional ,Behavioural and Social  
Sensory and Physical

Our provision map can be viewed on our website.

## **Reviewing and Evaluating Outcomes**

SEND Support Plans are reviewed termly with parents and pupils with new targets set. EHC plans are reviewed annually.

All pupils' progress is monitored termly by class teachers and senior leadership within school. The SENCO also monitors specifically the progress made by SEND children. The impact of interventions provided is monitored half termly by the school SENCO to ensure that interventions are helping each child to make progress in their area of need.

## **Keeping Children Safe**

The Head Teacher, as Premises Manager, ensures that Risk Assessments are carried out where necessary.

At the end of the school day, if required, a handover is carried out by the TA or class teacher to the appropriate parent/carer.

There is always an appropriate number of adults in the playground at all breaks. With at least one member of staff being First Aid trained. All staff have been trained in Safeguarding.

Separate Risk Assessments are made when children are leaving the school premises. Children are never taken off school property without parental permission. The statutory ratio of adults to children is always met on school trips.

TA support is available in every class but some classes have additional adult support as required. EHC pupils, as well as some other pupils with additional needs have support both in class and in the playground.

School staff are on patrol at pick up and drop off times to ensure child safety.

Our Behaviour Policy and anti-bullying strategy can be found on the website under Policies -> Behaviour Policy - Incorporating Anti-Bullying Strategy.

## Health (including Emotional Health and Wellbeing)

At the start of each school year, parents are required to update their child's details including any medical conditions and any medication needed. Parents sign to grant authorisation to the school to administer medication to their child and these records are kept in the school office with the medicine. Administration of medicine is recorded with details of dosage and frequency.

Asthma medication is kept in the child's classroom.

Care plans are written, as needed, with parents and relevant medical/health professionals as needed. They are passed on to the relevant Class Teacher and a copy is kept in the pupil's record.

A list of medical needs are kept in each class register for all adults supporting pupils to access. Letters are sent home to parents if children are administered with first aid in school. All staff have been made aware of the emergency procedure should a serious incident occur. Senior leadership follow up all serious incidents in school.

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

All staff are made aware of food allergies and epi pen training has been given when needed.

A play therapist is can be accessed in school if a child has mental health, wellbeing or social issues. School refer or seek advice from the schools nursing team when needed.

## **Communication with Parents**

Our school website contains details of all staff currently employed by the school.

At the start of the school year, all parents are invited to 'Meet the Teacher' meetings.

The School operates an Open Door policy and has 'Open Door' sessions at the end or beginning of a school day for parents to view children's work and to speak to the teacher. Appointments can also be made by request.

There are also parent evenings to provide opportunities for parents to discuss the progress of their child. Termly targets are sent home and an annual report is sent home at the end of the Summer term. A return slip gives parents an option to provide feedback.

Parent questionnaires are sent out periodically for parents to record their views and suggestions.

## **Working Together**

There is an active School Council called 'Light Keepers' and a School and Ethos group for pupils to contribute their own views.

Parents can have their say about their child in Parent Evenings, Annual Reviews, Support plan reviews and at other meetings if requested.

Parents and grandparents are encouraged to volunteer and come into school on a regular basis to work in classes other than their children's, to share their skills and talents.

Parent volunteers accompany pupils on educational visits and sporting events.

Elections to the Governing Body are held in the event a vacancy arises.

There is a nominated SEND governor who liaises regularly with the SENCO. Feedback is then shared with the Full Governing Body on a termly basis.

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

The SENCO, Head Teacher, FLM or class teacher can offer help with completing forms if this is required.

We aim to have a close relationship with parents in order to provide support where needed.

We follow the CAF/TAF process where necessary, ensuring the family are central and in control of the information shared and recorded in order that it can be a tool that empowers the family.

There are notice boards outside which contain additional information of upcoming events or general useful information.

Parents are signposted to local events and facilities e.g. the Larches Food Bank, through our weekly newsletters and website as well as by direct contact by a member of school staff.

## **Transition to Secondary School**

Our local High Schools regularly offer open evenings for our Year 5 and 6 pupils, and these are valuable opportunities for pupils to see what High School is like.

In the Summer term, Year 6 pupils visit their chosen Secondary School for a taster day and Year 7 teachers from High schools visit our school, to speak to pupils and teachers to help ease the transition from Year 6 to Year 7. Extra transition days can be arranged for those with SEND if required.

The year 6 class teacher or school SENCO share information on SEND pupils with their new high schools in order to ensure the correct provision is made available in their new setting.

## **Extra Curricular Activities**

We have a varied number of clubs and extra-curricular activities that are made available throughout the year. Certain activities are offered by key stage. These are fully accessible to all children.

All clubs are offered in accessible rooms.  
Access arrangements are made as and when needed.

## **Feedback**

Feedback can be given to school using any of the feedback mechanisms listed on the contacts page of the school website.

A meeting can also be arranged with the school's head teacher, deputy head, SENCO or class teachers.

All feedback will be carefully considered and, if necessary, a member of staff will respond to the feedback via phone, e-mail or letter.

We value parents' opinions and all feedback is given careful consideration.