



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Worsthorne Primary School**

School Number: **12002**

## 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

Worsthorne Primary School is one form entry. Entry to the school via the footpath is flat with no steps, and double doors allow access for wheel chairs. We also have wheelchair access at the rear of the school with a ramp leading to the school hall.

We have accessible parking spaces directly outside the front entrance for staff and disabled persons if required.

We have a disabled toilet available for wheelchair users if the need should arise.

Information is given to parents via weekly newsletters, learning letters and verbally. These, along with other key information, are also put on our school website which is regularly updated.

Good relationships with parents/carers and staff ensure that individual needs are catered for and any possible barriers are overcome.

Visual timetables are used to support individual learners where appropriate. All pupils are encouraged to be as independent as possible and catering for all different learning styles is common practice.

## 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

When teacher's have a concern about a child, they will talk to the SENCo about it and agree a way forward. The teacher will also fill in a cause for concern document. An Individual Education Plans (IEP) will also be created to help the child make progress. If a problem persists, we invite professionals in to observe and test the children to highlight possible issues. Such professionals include specialist teachers, educational psychologists, counsellors and behaviour managers. The report that follows is used to create new targets for the IEP. IEPs are sent home at the start of the term and evaluated copies are sent home at the end of a term. Parents are able to express their thoughts when a child is given a new IEP. Children will also be included in the process starting in September 2015.

We have recently invited an AMBDA (Associate Membership of the British Dyslexia Association) Specialist Teacher into school to provide a Special Educational Needs Clinic. Teachers discussed any worries they had about certain children and advice was given verbally and in a written report, and a resource pack was provided to help overcome their barriers to learning.

We have a specialist teacher that visits frequently to support a child with a hearing impairment. She works with a child and feedback is given after the visit. Furthermore, we have a behaviour counsellor or visits on a weekly basis to help children whose behaviour is deemed unsuitable. Feedback helps to generate targets which enable children to work alongside their peers in an appropriate manner.

We have a team of support staff who work with the SENCo to support the teacher and child. Each class has an identified teaching assistant who liaises with the SENCo to ensure that the support in class meets the identified children's needs. In addition they work with identified children either one to one or in a group to support the Individual Education Plans or identified need over an agreed period of time.

The teaching assistants are also deployed to act as readers during Maths and SPAG SATs. Additional time is applied for if children meet certain 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

Termly progress meetings are held for those children who have a statement/EHC plan. If a child is transferring to another school then the relevant person from there attends a transition review. All adults who work with these children, including parents, are invited to express their concerns for the future.

The child is central to this review process and they record their thoughts/ideas. They are supported by the teaching assistant that knows them best. They then attend the meeting, at an agreed time, to share their thoughts in the review.

We also hold progress meetings with parents whose children have IEPs. The Class teacher will be joined by the teacher from the year above, whose class the child will be joining the following academic year.

The child, teacher and teaching assistant evaluate and assess progress made towards the targets on the IEP and they put together new ones. Parents are involved at different levels, with all knowing what their child's targets are and contributing their ideas. Children are also able to share their responses to IEPs starting September 2015).

## 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 Head teacher is responsible for overseeing risk assessments. One teacher is responsible for co-ordinating risk assessments for visits, supporting teachers in writing risk assessments and checking them.

At the start of the academic year, new parents stay with their children in the Reception area. When young children are settled, they walk onto the playground with the older children.

A KS1 and a KS2 teacher meet the children at the entrance to the playground every morning at 8.45 am. They will stay on the playground until the bell goes at 8.55 am when the children line up ready to be collected by their teachers/teaching assistants. The Head Teacher always goes to meet and greet on the path to school when she is

available.

At the end of the day, the teacher/teaching assistant goes out with the children who tell them when they can see their parents/carers. We have put a range of procedures in place for specific children who need greater support e.g. meeting parents at the main entrance or arriving, leaving the building a few minutes before or after the majority of children.

There is a timetable for playtimes with allocated staff being on duty. At lunchtime welfare assistants ensure the children eat and play appropriately. Toys from the garage are shared out by the Sports Crew who also play games with the younger children. During playtimes and lunchtime there is a first aid bench where children can go if they are hurt.

Teaching assistants and volunteers support outdoor activities, trips or extracurricular activities following assessment of the children's needs in each class.

Parents can read the Anti-Bullying Policy on our school website or ask the receptionist for a copy.

### **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 Administration of Medication Policy highlights how medication is stored and administered in school. Care Plans are written with the child (if appropriate), lead professionals and parents. If necessary, the school nurse or other professionals train all staff with regards to the Care Plan. The Head shares Care Plans with the School Nurse.

Other medication is only administered if it is prescribed by a doctor. Parents are asked to administer medicines that are not prescribed by a doctor. We ask parents to put suntan lotions on before school if it is needed..

Children with food allergies have their photos, together with the foodstuffs that trigger a reaction, in the school kitchen.

In an emergency agreed procedures are followed that are on the wall in the main office. There are lists of trained first aiders around school.

The Head has regular liaison with the school nurse.

## 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**

The school website has a list of all staff employed in school and their roles.

We have an Open Door policy. If parents need to see a member of staff then normally they come before school. If a staff member is busy, the teacher will contact the parent to arrange a meeting or sort the problem over a phone call.

At home time, all the classes walk out of school with their teacher. Parents often come and pass on information at this time. Furthermore, Mrs Young, the Headteacher, meets and greets parents and children at the start of the day. Any queries are often dealt with at this time.

We have a Meet the Teacher night at the beginning of the academic year where parents are invited in to their child’s classroom. Routines and timetables are shared and parents can ask pertinent questions.

At Worsthorne, we hold two Open Evenings each year for parents to discuss their child’s progress. One of them is early on in the year and the second is normally in the Spring term.

We hold Induction evenings for our Reception parents.

Across school we hold a range of events where parents come into school. Every Friday is Celebration Assembly where children share trophies and certificates that they have earned at school and in their own time. We also hold open days to celebrate special occasions. This year, we have invited parents to an Internet Safety Day, a celebration of Black History Month and to look at the children’s design for an Easter Egg competition. Parents have also been invited to a pamper day in school and we have had a Family Camp Out on the school field!

## 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**

We have a school council who meets every half term. They share their ideas and their views with the Headteacher.

The School Sports Crew also meet once every term.

SEND reviews allow both parents and their child to share their thoughts about their learning.

Parental Questionnaires are sent out annually and parents are encouraged to write their views on the OFSTED Parent View website.

Parents are always encouraged to take an active role in the education of their child and are welcome into school throughout the year.

Parent Governors are elected every four years and all parents can apply and a vote takes place. Parents often volunteer both in school and when a class is participating in an educational visit.

The Home School Agreement promotes inclusive practice and gives clear expectations.

IEPs that are sent home give targets that parents can work towards. Parents are also asked to respond to new IEPs with their thoughts about the new targets. Children can also state their views about their targets.

## 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 Headteacher, teachers and the SENco help families with paperwork and forms.

We also have links with a range of other services that will support our Parents, including: Burnley Children's Society; School Nurse; Lancashire Fire and Rescue Service; Community Police.

## 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 Year 6 teacher meets with representatives of the high schools that our children go to. They have meetings with each other and the children. This year, all of our children have taster days in their respective high school. We have a strong link with Unity College and the children visit for twelve days.

We also organise transition meetings for our statemented children, with parents being invited to meet with the SENCo from high school and staff from Worsthorne to share knowledge and concerns about the child. A plan is then put in place to support the child.

## 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

We have a Breakfast Club each morning which starts at 7.45 am in the hall. We have a wide range of after school clubs including: Boys and Girls football; Gymnastics; Cross Country; Cheerleading; Athletics; Street Dance; cricket; singing.

We keep a list of all children who attend our clubs and provide additional support if a child needs it so that they can attend the club.

At lunchtime, we have buddies on the playground and staff on duty supporting the children in their play with games including skipping, parachute and a range of toys. The School Sports Crew help to give out and collect in the toys.

Most after school clubs are free. However, some cost up to £3 per session (if externally provided eg Burnley Football Club). Pupil premium can help to pay if appropriate.

Each Year 6 child starting in September 2014 will buddy up with a new Reception child.

Within school we try to make learning real and as part of this organise relevant visits and visitors to support the children's learning e.g. Healthy School visitors; the lollipop man; science show; a creepy crawly man; rangers; musicians; theatre productions; work with the Community Police and events at the local high schools.

The children put on a production of The Nativity every Christmas and all the Infants take part. In Summer, Key Stage 2 participate in a production with all pupils taking part.

Each half term, a SEAL (Social, Emotional Aspects of Learning) topic is delivered in assemblies. Children are asked to add to the display board at the front of the stage.