



St Anne's CE Primary School

Special Educational Needs and Disability

LOCAL OFFER

Reviewed by Mrs Karen Duffy (SENCo)

September 2021

Reviewed Annually

Accessibility and Inclusion

What the school provides

St Anne's is a split-site school. The original school building (Key Stage 2 and office) was built in 1872 and is on two levels, including the playground, and therefore is not fully wheelchair accessible. There is wheelchair access to the upper part of this building. The Foundation Stage and the Key Stage 1 buildings are both wheelchair accessible. There is limited car parking available. A wide range of information can be found on the school website and on the parent noticeboard outside the front entrances. A weekly newsletter is published on our Facebook page for parents as well as being posted on our website and our parent mail app. Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classrooms.

St Anne's has a range of ICT programmes and other specific programmes relevant for pupils with special educational needs and disabilities. We have a set of laptops per two classrooms in Key Stage 2 and interactive whiteboards are installed in each classroom. There is a wealth of computers in the Foundation Stage and Key Stage 1. Support staff are trained in delivering speech and language support programmes.

The needs of children with SEN are assessed on an individual need basis and we endeavour to provide the best for them we can.

Most staff are first aid trained and will receive bespoke training where there is a specific need.

During lessons, staff support children with SEND and can be supported on a 1:1 basis or within a small group although we encourage independence wherever possible. During tests, children with SEND can be supported 1:1, have limited breaks, be granted additional time and have someone to read for them.

Where needed, outside agency assessment and advice will be sought, such as Educational Psychology, Speech and Language and Paediatric Assessment. Any advice will be followed up and implemented. This may include applying for statutory assessment for an Education and Health Care Plan (EHCP).

Progress and achievement of children with SEN is tracked and recorded on at least a termly basis. This progress is monitored and discussed at Pupil Progress meetings between the Headteacher, SENCo and class teacher.

The SENCo provides an annual report and updates for Governors.

Reviewing and Evaluating Outcomes

What the school provides

Where Education, Health and Care Plans (EHCPs) are in place, parents contribute and take part in annual reviews (or bi-annual for children in Early Years) and receive copies of all relevant paperwork concerning their child. Pupils are also (if appropriate) asked to make a contribution to the review. Personalised Provision Plans are produced and evaluated termly (half-termly if deemed necessary). St Anne's has an open door policy with regards to any issues a parent may have.

Children with SEN and Disability without EHCPs are supported both in class and intervention groups where needed whilst also encouraging independence. Pupils' progress is monitored closely.

Keeping Children Safe

What the school provides

Any concerns about children are recorded on our CPOMS system and shared with the Headteacher, who is our Designated Safeguarding Lead (DSL), senior leaders who are backup DSLs, and relevant members of staff. Any further action is identified and recorded. This ensures that the children's needs are monitored and provided for in a timely manner.

All medication is securely kept in the school office, the Foundation Stage kitchen or Head Teacher's office and is recorded by the office manager on medication forms along with details of dosage and frequency. Parents must sign to grant authorisation to the school to administer medication to their child. Care Plans are passed on to the relevant class teacher and the master copy is kept in the SEN records. All relevant staff are kept up-to-date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.

The School Nursing Team and Speech and Language Therapy Team visit school throughout the year. We have regular Educational Psychology visits and assessments for children who are not making expected progress due to an identified SEN.

Nurture and pastoral support is available when needed. Children can also ask to speak to a familiar member of staff if they feel they need someone to talk things over with. This approach has been particularly successful with children experiencing emotional difficulties due to family circumstances.

Communication with Parents

What the school provides

The school operates an Open Door policy and staff will discuss issues as soon as possible. Parents are encouraged to speak to their child's Class Teacher, SENCo or Headteacher if they have any concerns about their child. The SENCo can point parents to outside support agencies and clubs where appropriate.

The school website contains details about current members of staff and the school prospectus also provides this information. We have a texting service, an email service and a school Facebook page.

Parent's evenings are held twice a year (in the Autumn and Spring terms). A mid-year report is sent out in February and an end of year report is sent out towards the end of the summer term.

A parental questionnaire is sent out annually and is provided for parents to record their views and suggestions.

An Induction Evening is held for new Reception children in the Summer Term.

Working Together

What the school provides

St Anne's provide parent's evenings, parental questionnaires, pupil questionnaires, Annual Reviews and an Open Door policy for parents to have their say.

Parents can become governors, when a vacancy arises. Parents are invited into school for various workshops, e.g. supporting your child in maths evenings, exploring phonics for reading evenings and for fundraising activities, such as Christmas/Summer fairs.

What help and support is available for the family?

What the school provides

The Class Teachers, Headteacher, office manager or SENCo can help with forms if this is required.

Our weekly newsletter, which is emailed to parents and is also posted on the school website, keeps parents up-to-date with additional information such as drop-in centres, etc. The school noticeboard also provides the same information.

If a child has a problem with getting to and from school, we can signpost to relevant agencies to explore support.

The Headteacher and/or SENCo are able to work with families to complete a Common Assessment Framework form which can help to identify any needs and support available for a child from outside agencies such as Parental Support, counselling, and the Children's Centre where this is needed.

Transition to High School

What the school provides

Each year pupils visit their forthcoming high school for taster sessions and also high school teachers visit our school to help ease the transition from Year 6 to Year 7. When relevant, support staff will accompany children on visits.

'Moving on' work is undertaken in class and the whole Y6 cohort has the opportunity to take part in a residential trip.

The SENCo and Year 6 Teacher liaise with secondary school staff for all children with SEND and to secure extra transition sessions for more vulnerable pupils and holds meetings with secondary SENCo colleagues.

Extra Curricular Activities

What the school provides

St Anne's operates daily breakfast and after-school clubs which are available to all pupils. Our school website provides more detail.

We offer a range of lunch and after-school clubs, e.g. craft, gardening, choir, running, athletics, football, gymnastics and cooking. More detail is provided on the website. The clubs change on a half-termly basis. Most of the Clubs are free, some have a small charge.

We also offer music lessons which are run by Lancashire Music Services (funded by school) and guitar and ukulele lessons (fee applies).

All of our clubs are inclusive although some have a designated age range for practical reasons.

In Key Stage 2 we have children who are designated play leaders who actively encourage participation in games and activities. We have many playtime resources available for the children in both Key Stages which encourage participation and cooperation.

Local Authority Local Offer

For the Local Authority Local Offer click this link;

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>