



SEN and Disability

Local Offer: Carr Head Primary School

Updated: March 2022

The SEND Reforms placed a statutory requirement on education establishments from September 2014 to make information available to parents about how the establishment supports children and young people with SEND. This information forms the main basis for Carr Head Primary School's Local Offer. This information is for the parents of children with Special Educational Needs and or Disabilities (SEND) so they know what support they can expect if their child attends our establishment.

Accessibility and Inclusion

What the school provides

Carr Head Primary is a fully inclusive school. In the car park there is one disabled parking space. There is one set of stairs with a lift suitable for wheelchairs to enable children and carers to access all parts of the building. KS1 classrooms have wheelchair access to outside provision whilst the access to the main playground is also wheelchair friendly. The school has a large disabled toilet complete with changing facilities and a height adjustable bed.

All KS2 classrooms have a door that leads directly outside, however only one of these classrooms at present has an external door that is currently wheelchair friendly.

Policies are accessible via the school website. Hard copies are available on request from the school office.

All staff will ensure that, where families have additional needs, these are met to the best of our ability, whether that means home-school liaison books or face to face discussions to explain policies and procedures, as well as offering maths and literacy workshops to enable parents and carers to support children with their academic learning.

All classrooms have a visual timetable which uses both symbols and lettering to support children with routines. The school rules are clearly displayed in each classroom. Resources are clearly labelled with images, where appropriate, to enable children to develop independence.

Teaching and Learning

What the school provides

It is vital that children with SEN are identified early and suitable interventions established. Teachers plan to meet the needs of all the learners in their classes. They look at where the child currently is in their learning, where they need to move on to and how they can enable children to do this. Therefore, we look at children as individuals and tailor the learning to the individual needs. This can often mean that a variety of different teaching styles are used, resources, approaches and equipment alongside differentiated activities and the use of targeted teaching assistant support.

Pupil progress meetings are held each term to evaluate / track the amount of progress each child has made in maths, reading and writing. Concerns about progress are challenged by the senior leadership team and the reasons are discussed and acted

upon where appropriate. Any extra provision that is in place is evaluated and adjusted accordingly in conjunction with the class teacher, SENDCO, parents and with appropriate other outside agencies.

We have a highly skilled Pastoral Manager in school. She is able to support children and families with additional needs.

Some teaching assistants have had training in working with children with a diagnosed autistic spectrum condition, in delivering motor skills programmes, and speech and language programmes. We also have a teaching assistant who is a trained physiotherapist. Two teaching assistant have received training in counselling and are able to support children with any social, emotional or friendship problems a child may be experiencing through nurture groups. Medical training such as diabetes, asthma and epi pen training is led in accordance with our school nurse and other medical professionals. We continue to grow our teachers and teaching assistant's expertise and confidence to deliver high quality support and intervention for pupils with SEND.

Where necessary support from external agencies will be sought in order to break down barriers to learning and facilitate academic progress. When needed, we buy in support from specialist teachers, including teachers from SEND services and Inclusion solutions (MLD,SPLD,VI,HI), and receive support through the local Inclusion Hub when required. We are also supported by our school Educational psychologist and SENDO (case manager) provided by Lancashire County Council.

Provision can be made to apply for a reader or a scribe in SATS tests to enable children to have every opportunity to succeed. Extra time may be sought along with regular comfort breaks during the assessment for those children who may struggle to focus for a length of time or who need extra time to process information.

The school provision map looks at the needs of the children first, then allocates suitable staff and resources to support that class either on an individual basis or as a group of children with similar needs. Small groups may be taken out for intervention programmes in mathematics, literacy and social skills. Our school one page profiles and individual behaviour plans (IBP's) outline the children as an individual and the level of support in place for any additional needs. It identifies SMART targets or outcomes and how these will be met.

Reviewing and Evaluating Outcomes

What the school provides

Currently all children with an EHCP have an annual review where all stakeholders are invited. In addition to this, parents are invited to attend termly ILP meetings. Where appropriate, an 'Early Help Assessment and Plan' (EHA/EHP) may be arranged where parents and professionals can meet to discuss the changing needs of a child and assess progress.

All ILPs are reviewed termly by the class teacher and the SENDCO, progress reported back to parents and the child, and then new targets are discussed and set. The aim is to get a child to the point where an ILP is not needed and barriers have been removed.

Targets need to be set in small steps and the desired outcome explained to both parents and the child. Class teachers may also discuss how this can be achieved and what parents and the child can do to help. Where a child has a disability, all reasonable steps will be taken to ensure full integration into school life. Lessons such as PE and outdoor provision will be differentiated to ensure expectations are achievable.

The school SENDCO has a monitoring cycle in place to evaluate the effectiveness of the provision in place for children with additional needs which is outlined in the SEND action plan. This includes: termly pupil progress meetings, monitoring one page profiles and IBP, talking to pupils, looking in books, looking at teachers planning and evaluating provision maps.

The school keeps a list of children who require extra help / support in school whether this is for medical, disability, learning, pastoral or any other need. The list is updated each term and the children on the list are monitored for the amount of progress they are making using our school systems. Pupil progress meetings are held each term to evaluate the amount of progress each child has made. The provision for that child is also reviewed to see if it is being used effectively and to see if it impacting upon the child's progress and adjusted accordingly.

Children with additional needs may have a one-page profile, IBP or SALT program which summarises the child's areas of strength and also targets for development. It then outlines support / interventions in place for them to help achieve these targets. These documents are written in conjunction with the class teacher, SENDCO, TA (if appropriate), outside agencies and parents. They are monitored regularly and evaluated and updated each term

The effectiveness of provision is monitored by the SENDCO's analysis of whole school data. This is evaluated by the SEND governor who provides feed back to the Governing Body.

Keeping Children Safe

What the school provides

Risk assessments are completed as and when necessary. These are usually completed by the class teacher and may be completed with the Head teacher, member of the Senior Leadership Team and the SENDO where appropriate.

Where a child has a medical condition such as epilepsy or diabetes, their information will be displayed clearly in the staff room and all staff, including welfare, will be made aware of the protocol for managing the child's needs.

At lunchtime there is a team of Welfare Staff. Each year group is allocated welfare staff, which enables them to build and maintain relationships with the pupils in their

care. Where lunchtimes/playtimes are identified as an area of concern, the school will make relevant adjustments to maintain the safety of all.

At the end of the school day class teachers walk their class out to the class collection point and ensure that each class member is collected. In Year 6, children are allowed to walk home once parental permission has been sought in writing. Where a child has a 1:1 support assistant then that child will be escorted out by their support assistant.

The school is situated in a residential area and there is limited on-road parking in the immediate area.

The school follows Lancashire guidelines in relation to school trips. Risk assessments are completed which adhere to all ratios.

Parents can access the anti-bullying policy via the school website or on request from the school office.

There are regular Health and Safety audits carried out.

DSLs (Designated Safeguarding Leads) attend annual update training and the Safeguarding Governor's training is up to date.

DBS checks are carried out on all staff and helpers in school.

All staff have regular safeguarding training and all policies are updated in accordance with new legislation.

Files are kept in accordance with GDPR policy

The Head teacher ensures all relevant documents with regards to KCSIE 2021 are read by staff.

Health (including Emotional Health and Wellbeing)

What the school provides

In line with our medicines policy, medicines will only be administered at school when it would be detrimental to a child's health or school attendance not to do so. The school will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Non-prescribed medicines will be accepted and administered at the Headteachers discretion. Verbal consent must be gained from parent/carers followed by written permission.

A permission slip must be completed by parents/carers giving details of the medication and dosage required before any medication will be administered. Medication is stored in the school office and may only be administered by a member of the senior Leadership Team or the First Aider at Work.

If a child has a long term medical need that requires medication that does not adhere to this policy e.g. insulin, inhaler, epi pen etc. then this would be agreed with the parents, school and school nurse and set out in their individual care plan. Care plans are drawn up in consultation with relevant agencies and parents. The care plan outlines the emergency procedures if there is a medical incident in school and the other requirements that child might need to ensure their safety and wellbeing during their time in school. Copies will be distributed as necessary.

In the case of a medical emergency, any care plan will be followed and an ambulance called if necessary. First aid would be provided and parents/carers would be contacted.

The School Nurse has regular contact with school and after referral we also have access to other specialisms such as Speech and Language Therapy, Occupational Therapy, Physiotherapy and Audiology.

Where possible, training will be provided for school staff in order to deal with a child's particular needs. Diabetic training, asthma and epi pen training are delivered in accordance with the school nurse and other medical professionals.

Fire alarm training and regular testing is carried out

No regular health services can be accessed on school premises.

Communication with Parents

What the school provides

Staff profiles are available on the school website.

Open Days are held for prospective parents in the year before their child is due to commence school. New parents are invited to tour the school before their child(ren) start usually with the Headteacher or Deputy Headteacher.

Induction evening – parents are invited to meet the staff and vice versa. Each year at the start of September the school hosts a 'Meet your teacher' night. This allows parents the opportunity to meet their class teacher, TA and any other members of staff that they may be actively involved in their child's education.

'New Intake' children have a number of opportunities to visit the school in the summer term through induction and 'stay and play' sessions.

The induction process also includes a parent/child session with the class teacher and talking to local nurseries / preschool settings.

A New Starter section on the school website has been established as a means of providing information for parents and their children ahead of starting school in the September.

Children with additional needs that have been identified by their nursery / pre-school education are invited to a transition meeting before the child starts in September.

The school operates an Open Door Policy but if a longer meeting is needed, we request that an appointment is made with the relevant member of staff.

The school holds two parent's evenings each year and produces a mid-year report.

Parents/carers of children who have an IEP are invited to attend a termly review meeting to discuss their child's progress. Parents' evenings are held twice a year and a formal written report is written annually.

Parents can give feedback to school face-to-face (the Headteacher / Deputy Headteacher is usually outside at either end of the school day), via email, at the Parent Forum or during parents' evening.

We have the school APP system that is used for sharing messages and information. Parents can use it to contact school.

Working Together

What the school provides

Two children from each class represent the School Council and meet once a term.

There are opportunities for parents to feedback to members of the senior leadership team and surveys may be used to gather parental views and opinions on key issues that arise. When reports are sent home, there is the opportunity for parents to feedback at an informal open evening face to face or complete a feedback form.

There is an active PTFA who meet once every half term to discuss fundraising events. Parent governors are appointed for four year terms following an election process.

The nominated SEND Governor monitors SEND provision in school working alongside Headteacher and SENDCO.

Home/school contracts can be adapted on an individual basis as necessary for pupils with SEN and their families.

What help and support is available for the family?

What the school provides

Support for completion of forms/paperwork is offered and provided on request by SENDCO.

All applicable school policies can be found on the school website.

School will broker support for families when possible.

When appropriate, school will organise a travel plan with the parents.

Transition to Secondary School

What the school provides

Each year pupils visit their forthcoming Secondary School for taster sessions and Secondary Teachers from the local schools visit to help ease the transition from Year 6 to Year 7.

When a child has specific Special Needs additional visits can be made where a member of school staff will visit the setting with the child and additional preparations made for transition can be put in place e.g. taking photographs, looking for rooms etc.

Members of Secondary Staff are invited to SEND transition meetings.

Class teacher provides transition documents to the high school once places are finalised.

Class teacher liaises with transition staff from the high schools to share relevant information.

Class teacher liaises with SENDCO to share information about children with Special Educational Needs.

PSHE work focuses around supporting children with transition.

Extra Curricular Activities

What the school provides

The school offers before school and after-school care. Sessions are booked and paid for as required by parents/carers. School does not offer school holiday childcare.

There are a range of extra-curricular activities available to our children. Some are available to all children where others are age specific activities. Some of the activities are run by school staff or volunteers and therefore there is no charge whilst others are run by external providers. Examples of our extra-curricular activities include: football, tag-rugby, netball, gardening club and choir. Provision of such clubs can differ throughout the year.

Adults are always on duty at playtimes and will encourage friendships. Buddies are used to support individual children as necessary.

Due to COVID 19 parts of the local offer are not applicable at the moment or have been adapted to comply with government guidance. For the most up to date COVID 19 information please visit <https://www.gov.uk/coronavirus>

A copy of Carr Head's risk assessment for COVID 19 can be provided upon request.