



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Penwortham Primary

School Number: 07043

School/Academy Name and Address	Penwortham Primary School Crookings Lane Penwortham Preston		Telephone Number	01772 743321
			Website Address	www.penworthamprimary.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	Mrs Joanne Curran			

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/academy.

Name of Person/Job Title	Mrs Joanne Curran Assistant Headteacher/Sendo		
Contact telephone number	01772 743321	Email	j.curran@penwortham-pri.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	www.penworthamprimary.co.uk/documents		
Name	Penwortham Primary School	Date	November 2017

Please return the completed form by email to:
IDSS.SENDReforms@lancashire.gov.uk

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

The school is fully wheelchair accessible. All doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for the public and disabled toilets are available for wheelchair users if the need should arise.

An outdoor noticeboard is on the school playground and is accessible to everyone. The classroom furniture is of suitable height appropriate to the age group of the children. Visual clues and pictures are used for children where they may have social and communication difficulties.

The school has a range of ICT programmes for pupils with SEN in addition to IPADS, headphones, computers and interactive whiteboards in every classroom. Some children may use a writing slope to aid them. Sensory aids are also used for some children including weighted wristbands and weighted cushions.

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

Early identification is vital and outside agencies can help advise on the provision of intervention strategies. The class teacher informs the parents at the earliest opportunity to alert them to any concerns and enlists their active help and participation. The good links that school has with local nurseries also mean that the communication is already there and nurseries always invite school to any meetings related to SEN. Our very popular induction group on a Thursday afternoon means that school can also observe the children in their setting to see how well they access the building and how they react within the setting. It also gives the children a chance to get familiar with the school setting in a safe and secure environment.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO if necessary break down the assessment into smaller steps in order to aid

progress and provide detailed and accurate indicators. These are Pivats or 'P' Scales. Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS or Acorn Psychology Service. School Staff are given specific SEN training as required to meet individual needs.

In the case of children with VI, HI or medical needs specialist support, equipment and training is provided by IDSS. Staff have received first Aid and Epipen training. There are currently no members of staff who are trained in a specialist SEN area.

School liaises with a variety of professionals including educational psychologists, speech and language therapists, CAMHS, occupational therapists and the School Nurse.

When sitting tests children with SEN can be supported 1 to 1 (Statement/EHCP), have timed breaks, be granted additional time or sit exams in a quiet setting to aid concentration.

The School's provision map records a range of interventions, resources and support a pupil may receive from Reception to Year 6. Children of similar needs may be grouped together to receive intervention. Specialist teachers and outside agencies are employed according to needs identified in school.

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

For Pupils with EHCP/Statements

Annual reviews take place for children with EHCP/statements. All adults concerned with the child are invited and asked to contribute. Pupils are also asked to make a contribution to their review. Informal Progress reviews take place at each term for children with EHCP/statement, unless it is term when the Annual Review is scheduled. IEPs are produced for termly or half termly depending on the needs of the child. These are reviewed on a regular basis.

All Pupils with SEN

Pupils' progress is monitored throughout the school through assessment data. Some children's progress is monitored through the use of PIVATS. Our Learning Mentor and Teaching Assistants work with groups of children where a need has been identified. The behaviour of all the children is screened and the day to day behaviour of the children is monitored weekly by a member of the Senior Leadership Team.

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

School work in partnership with Compliance Health and Safety who carry out all risk assessments under expertly trained guidance.

The Head teacher carries out additional risk assessments when necessary. Risk

assessments relating to Educational Visits are completed using Evolve on line. If required, for some children, a procedure takes place where a parent hands the child over to a TA to ensure the safety of the child in the morning and similarly after school. The school grounds are secure with railings all the way around. There are two disabled parking spaces at the front of school. Support is available in every class but some classes have additional adult support due to funding for EHCP/Statemented pupils and in Reception a full time key worker supports the class. On School trips we ensure that the recommended adult/child ratio from our Educational Visit's policy is adhered to. Infant children wear wrist bands with the school name and telephone number when they are on a school trip. Parents can access the Anti-Bullying and Behaviour policy on 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 vast majority of staff are first aid trained and one member of staff is trained in 'First Aid at work'. Medicines are kept in a locked cupboard. Medicines are administered by a member of the SLT with another staff member witnessing it. Parents have to fill in an 'Administration of Medicines' form before any medication can be given. Only medicines prescribed by a doctor may be administered. The 'Administration of medicines' policy is found on the school website. Care plans are drawn up by the School nurse or relevant specialist and then discussed with school. All care plans are discussed with staff so that they are aware of what to do in the event of a medical emergency. In the event of a medical emergency there is a file located with all children's needs in and procedures for staff to follow. The children can access counselling through Barnados or Acorn Psychology Service. Some children access Occupational Therapy and Speech Therapy on the school premises.

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

Staff are all listed on the school website along with their responsibilities. Parents can speak briefly to teachers in the morning but if they need longer they can make an appointment to meet at a mutually convenient time. Parents can give feedback through the Parental Questionnaire and on the report reply slips. Parents meetings are held in the Autumn and Spring Terms. Parents are invited to school events

throughout the year including class assemblies, performances and sports day. A key worker in Reception class communicates to parents alongside the class teacher. The key worker monitors children and completes their learning journeys. Reception parents have an opportunity to stay with their children and engage in their learning once a month in a 'Stay and Play' session. Newsletters are fortnightly and these can be accessed online. Paper copies are also distributed. A member of the SLT is on the main door every morning if a parent needs to speak to them about any issue.

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

The School Council meet on a regular basis with Mr Mitchell, the Headteacher, where they discuss issues that affect them and represent the views of their class. Parents are invited to discuss their child's progress at Parents evenings, and for children with EHCP/Statements at termly informal/annual review meetings. Parents views are sought through regular Parental Questionnaires, the Governing Body work with the school to address comments from these. Actions taken from questionnaires are reported to parents through the Governors Annual Report and school newsletters. Parental Questionnaires have just been completed and the findings will be reported to governors and parents. Elections to the governing body are held in the event a vacancy arises. The Senco meets once a term with the designated Governor to keep them updated on all matters relating to SEN. Home/School agreements are issued each year to parents who sign them and return them to school.

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 Senco can offer help with forms if this is required. Alternatively SENDIASS may assist in this area. Parents can access policies through the website.

Transition to Secondary School

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

What the school provides

Pupils with EHCP/Statement have a transition review in the Autumn term of Y6. The school has strong links with local High Schools. High Schools visit pupils in Year 6 to ease transition and Year 6 visit the local high schools for taster sessions. Children

with SEN may visit on more than one occasion to ensure smooth transition. The frequency of these depends on the needs of the child. Year 7 buddies write letters to our Year 6 children to tell them about their school. Links with local high schools are made right the way through school where the children may visit the school to do an activity eg Food Technology. Pupils from the high school may visit our school to work with the children or demonstrate something to the children.

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 do not have any before or after school childcare facilities on site. We do however have strong links with two before and after school clubs in the local area where the children are brought and collected to and from school.

Pupils can access a range of different afterschool sporting clubs throughout the year, some clubs incur an additional charge. Guitar and Keyboard lesson are available in school at an additional charge.

Children entering Reception class are assigned a buddy from Year 6. The buddies help the children to settle in and assist them during lunchtime. Children with SEN can access the clubs and special arrangements can be made if this required.

Staff supervising playtimes and lunchtime encourage children to play together. They support and help children who find making friends difficult or who may have social and communication needs.

The 'Buddy' stops in the playground mean that any child who wants to play with someone can go there and other children will go along and ask them to play. Our learning mentor takes out groups to do a conflict and resolution game to give children the necessary skills to play effectively on the yard. It encourages children to talk to each other and empowers them to deal with their own problems rather than relying on an adult.

Friendship week takes place annually and encourages children to understand what a good friend says and does.