



SEN and Disability
Local Offer:
Longridge C of E Primary school
School Number: 06067

This is the Local Offer for the following primary school: Longridge Church of England Primary School.

The offer includes a link to the Lancashire Local Authority's Local Offer which can be accessed by following this link www.lancashire.gov.uk/SEND

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Accessibility and Inclusion

Longridge C of E Primary School follows the Code of Practice 2015 to deliver inclusive education and to remove all barriers to learning. We aim to ensure that our school is as accessible as possible and follows all guidelines to make it so.

What the school provides:

- The school is accessible by wheelchair. The main entrance has a ramp, and a lift allows access to the higher ground-floor level. Both side entrances are accessible from road level. The playground can be accessed directly from the lower level, so avoiding the use of steps. However, there is a handrail on the playground steps for non-wheelchair users, and the edges of the steps have been painted yellow, to aid children who are visually impaired. There is a separate toilet facility available in the main entrance, which offers more space than the standard cubicles, and this is fitted to make it suitable for disabled use.
- School communicates with parents through a weekly newsletter. Parents receive this by email so that it can be opened in a size/format to suit the reader. School operates ParentApp, a text information service to parents which allows us to communicate up to the minute information. In the classroom, individual members of staff can communicate with parents through a child's Home reading Record. Two parent-teacher meetings in the autumn and spring terms, as well as a written report at the end of the summer term, mean that parents are well informed of their child's progress. If any further meetings are required, parents can book these through the school office. Teachers come into the playground to collect their class each morning so are always available for parents to talk to briefly and the younger classes are accompanied out by an adult at 3.30pm as school closes. The school website provides statutory information (including policies) and items of interest to families.
- All classrooms have clearly labelled resources to allow for independence in learning. Early Years Foundation Stage and Key Stage 1 classes also use pictures to help children recognise their own coat pegs and different areas of learning. Visual timetables and other visual prompts are put in place on a one to one basis to meet individual needs including Now and Next Boards.
- The majority of staff at the school have had experience in the use of specific equipment for SEND children, including magnifying software for the visually impaired, radio microphones for the hearing impaired and adjustable writing boards for children with a range of physical difficulties.

Teaching and Learning

What the school provides

- Children with Additional or Special Educational Needs are identified in a number of ways. In Foundation Stage this is often through observations in the classroom or the key areas of the Foundation Stage Profile. Children in Reception Class are screened for

speech, language and communication difficulties in the autumn term by our private providers, Bridge Speech Therapy. Year 1 Phonics Screening highlights children who need support with language development. Termly assessments in English and mathematics allows teachers to track progress and identify children with learning difficulties. Termly meetings between the assessment leader and the SENDCO allow progress and intervention to be monitored. Pupil Progress Meetings with teachers allow staff to discuss individual pupils and what progress has been made that term. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

- Teaching assistants are employed in every class in the mornings and are usually used to support English and mathematics to ensure progress in these core areas. Children who are identified as requiring Precision Teaching, receive one to one support in either maths or English and daily reading. To support reading, school uses a 'phonics first' approach where children access teaching at the correct phonics stage for them, irrespective of year group. Other forms of intervention used to support Literacy, include IDL, Toe by Toe, Fast Track and Bounce back phonics, colourful semantics, writing interventions and Guided reading intervention. In maths, children receive intervention as part of their numeracy lesson, and also tables intervention for those struggling with their times tables. Sometimes teaching assistants are used in other areas of the curriculum, such as PE, depending on the needs of individuals within the class. Parent helpers are welcome in school and are DBS cleared.
- Staff use classroom organisation and routines to maximise independent learning and allow all to access the curriculum. Some children have care plans for medical, physical or social and emotional needs which have been formulated with external, professional support to allow access to the curriculum and facilitate independent learning.
- SEND awareness training is planned by the SLT as part of school improvement. It is responsive to the needs of children already at, or joining the school. In the past this has included training such as PIVATS training, Precision Teaching and 'Talk Boost.' NHS colleagues have also provided training to help us care for children with medical conditions such as asthma, diabetes, anaphylaxis and epilepsy.
- Staff at school have experience of working with pupils who have Moderate and Specific Learning Difficulties, ASD, ADHD, Emotional and Social Difficulties and a range of medical and physical conditions. During tests and SATs, children who are easily distracted or who may distract others can be supervised in a separate area from the main cohort. A good number of adults are available during SATs to reassure children who become stressed in formal test situations. In previous years school has applied for extra time for those children who meet specific criteria. Large print versions of test papers have been used for visually impaired pupils and an amanuensis used in the case of physical difficulty. School was able to apply for a timetable variation for a pupil with an acute medical condition, enabling a test to be taken when feeling well.
- SEND provision in school is met through quality, inclusive teaching in the classroom firstly. Children who are highlighted as needing extra support during the normal working week can benefit from extra support in English and mathematics. This targeted support is aimed at helping children catch up to their peers by accelerating progress. School now has a fluid approach to this group support, providing timely intervention as and when it is needed, with no limits to who can benefit from support. At the same time no child is tied into a fixed weekly group where this is not necessary. Children accessing Wave 3 support have a weekly PT target, set by the class teacher, and have daily, short, 1:1 sessions of Precision Teaching with a TA to help them achieve this target. They may also receive further in class TA support. Children who have additional educational needs (AEN) or special educational needs or disabilities (SEND) which are not cognitive also benefit from a range of support. Some of these children have individual care plans, the class teacher, parents and SENDCo. School also has a number of children with medical needs who have care plans. These are led by colleagues from health, again with child, parent and school input as appropriate.

Reviewing and Evaluating Outcomes

What the school provides:

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a child is described as being at the expected standard if age related expectations have been met, working towards the standard if expectations have not been met and working above the standard if they are exceeding the expectations. This is given in reading, writing and numeracy.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool (PIVATS) is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the Year 6 results are published nationally. We will assess what additional support children with SEN need in order to complete SATs and put such resources/requirements in place.
- EHC plans are reviewed annually. Pupils who are deemed old enough can contribute to the review by attending part of the meeting or by completing their own evaluation statement. In the case of children soon to be transferring to KS3 the relevant High School is invited to the review meeting.
- The Headteacher, SENDCo and Assessment Co-ordinator meet termly to review tracking data. This is then used to inform changes to appropriate provision.

Keeping Children Safe

What the school provides

- Risk assessments for the school buildings and grounds are the responsibility of the school Governors. These are undertaken as required by members of the Resources Committee or delegated to members of staff as appropriate.
- All school trips are risk assessed by the lead teacher and submitted on Evolve. Risk assessments for Type B school visits (involving water, animals etc) are taken to the full Governing Body Meeting for approval. They are all in line with the LEA and school policy.
- Children line up in the playground on hearing the morning bell at 8.50am. A member of staff comes onto the playground to lead them into the school. In the evening younger children are escorted onto the playground by a member of staff so they have someone to wait with until they are collected. KS2 classes have designated doors to leave school by so that large crowds are avoided. Any children who are not collected at the end of the day are taken to the main office so that a family member can be contacted.
- School is located on a busy main road so parking is difficult. There are some parking spaces outside but these are for 1 hour only. A lollipop lady is outside to help families cross the road in the morning and at school finishing time.
- At least two members of staff are on duty on the playground at breaktimes (morning and afternoon) to enable one person to remain supervising pupils if the other is dealing with an incident. At lunchtimes welfare staff are in charge of the children. However, school recognises that some children find longer, unstructured periods of time on the playground difficult to cope with. Therefore, provision is made for some children to stay in, supervised, for all or part of this hour. In the event of bad weather, welfare staff supervises children in their classroom.
- During PE lessons all children are supervised by at least one member of staff, sometimes more. Children are not permitted to access equipment without adult

supervision. The adult models the correct use of all PE equipment before it is used by the children. The adult conducting the lesson is always First Aid trained.

- The Behaviour and Anti-Bullying Policy is available on the school website as are other relevant policies such as the Child Protection Policy and Safeguarding Policy.

Health (including Emotional Health and Wellbeing)

- Medicines to be administered in school are kept in the school office. These have to be medicines prescribed by a doctor and the school must be in receipt of written permission from the child's parent or guardian to administer these.
- If a child requires pain relief but is well enough to come into school, we would prefer it to be prescribed, or for parents to come into school to administer themselves. However, if this is really not possible then parents may request for one dose of paracetamol suspension to be administered during the school day with the usual requirement for the necessary form to be completed. No other form of non-prescription pain relief will be given.
- Asthma inhalers are kept in classes for accessibility and an updated asthma register is on the school staff shared.
Children with care plans for diabetes, epilepsy, anaphylaxis etc have their medicines stored locally in case of an emergency. These locations are reviewed each time the child moves to a new class base.
- Care plans for health needs are usually drawn up with the help of NHS colleagues with input from parents/carers. These are held by the school office, SENDCo and class teacher.
- In a medical emergency, staff are trained in first aid but would ring 999 to get help on the way. The school has access to a defibrillator.
- Training is often delivered on INSET days or at staff meetings. Key staff may also attend essential training during the normal working week. Training includes First Aid training and Paediatric First Aid as appropriate.
- Physiotherapists, speech and language therapists, CAMHS workers and other professionals have visited school to observe and work with specific children.

Communication with Parents

What the school provides

- In the school entrance there are named photographs of all staff in school. Designated safeguarding leads are clearly labelled on the school website. Staff are also listed on class pages on the school website. Staff wear identity badges to enable parents/carers to approach the most appropriate member of staff. Key staff attend the annual 'New Parents' Meeting' so that they can be introduced to parents before their child enters Reception.
- Parents can speak to teachers briefly on the playground each morning. If a longer time is required they can make an appointment at the school office.
- There are two parent/teacher meetings each year, in the autumn and spring terms. A written report is provided at the end of the summer term.
- We offer an open door policy for new parents to come and view the school before deciding on the best placement for their child. Parents have opportunity to meet key staff, go on a guided tour of the school, and also ask any relevant questions they may have.
- Parent questionnaires are used to gather feedback on key areas of school life such as whether children are happy and feel safe at school. Parents can also comment on their child's achievement/progress when returning their report slip.

Working Together

What the school provides:

- Children from Year 1 to Year 6 are involved in Pupil Forum. Two representatives from each class meet to share ideas and concerns from other class members. The school also has an active Worship Group and Eco Group who help to raise the profile of these areas in school. If at an appropriate age, children are included in review meetings (eg. Looked After Child Reviews, PT reviews, EHC plan reviews)
- Parents are informed when a term of office for a parent-governor is about to come to an end and are invited to register their interest. Parents can get involved in school life in other ways – by becoming a parent helper or by joining the school PTFA. Some of our parents help to run after school clubs and accompany teams to competitions.
- The Governing Body are kept well informed about school's work with other agencies to meet the needs of pupils with SEN. Termly reports to the Curriculum and Standards Committee highlight work with Educational Psychology, CAMHS, Children's Social Care and so on. These updates provide essential information to Governors who will make future decisions involving use of funding, employment of staff to meet the needs of SEND children.
- Parents are regularly informed/updated about their child's progress in school through meetings and school reports. They are also invited to contact staff electronically or in-person at any time. Parents are updated regarding their child's academic progress as well as their social and emotional wellbeing
- Decisions about EHCPs, interventions or any additional support will be discussed with parents/carers and the child themselves, taking into account their views and wishes.
- Pupils with an EHC plan will also have annual review meetings to discuss arrangements and progress

What help and support is available for the family?

What the school provides:

- Staff are happy to help families complete forms and paperwork. Office staff have helped parents of Year 6 children apply for High School places online if they don't have access to the internet or require support with the process.
- The Early Help Assessment (EHA) process is used to signpost families to other agencies who may be able to support them. The Children and Family Wellbeing Service, school nurse and agencies from the voluntary sector have all provided advice and guidance to children and families.
- The school's Headteacher has a responsibility to monitor attendance and punctuality along with the school office staff. Office staff communicate with the home to obtain reasons for absence or lateness and parents are supported in organising a morning routine to ensure good punctuality
- Online safety tips are passed on to parents which informs them how to keep their child safe online at home. The school also responds to any sudden 'crazes' or dangers that may make their child vulnerable by contacting parents and offering support and advice. This can also involve signposting to other agencies. School has organised both face to face and online parent meetings to support with online safety.
- The school provides parking areas for children to leave bikes and scooters when they have travelled to school by this means.
- Parents can access information required by either speaking to the school bursar, looking on the parentpay app and through the school website or on the school Facebook page.

Transition to Secondary School

What the school provides:

- School welcomes visits by all the local High Schools to talk to Year 6 children to help prepare them for moving to KS3. There are educational/social visits to Longridge High School, and taster lessons, during Years 5 and 6 as this is where most of our children go. Some LHS staff also provide taster lessons here, at our site. Year 6 staff ensure that Teacher Assessments, SATs scores and any other required information is communicated to High School. The Designated Senior Leader ensures that all Safeguarding documentation is passed directly to an appropriate person at the new school and the Record of Transfer of a Child Protection File is completed. Each High School provides a transition day or half day in the summer term which Year 6 pupils attend.
- Extra visits are often arranged for children with SEND to aid transition.
- For children entering Reception, there is an introductory telephone call from the EYFS class teacher, and parents are given the date of the induction parents meeting. The EYFS teacher will also visit preschool/nursery to meet new children. In September, the children attend school for full days.

Extra Curricular Activities

What the school provides:

- The school offers a Breakfast Club from 7.30-8.50am and an After School Club from 3.30-5.45pm.
- A range of clubs are available. Some of these are run by school staff whilst others are run by outside providers. Those run by private providers are charged for. Prices will vary. Clubs available change each term and include sports such as football and netball, construction club and others like school choir and Cookery Club. These are advertised with flyers or on the school newsletter.
- When choosing our programme of clubs we aim to ensure we offer a mixture of activities; some physical and others less so, some appropriate for younger children and others aimed at Key Stage 2. Sometimes children are able to try an activity before they choose to attend a club as some providers come onto school to give demonstrations or taster sessions.
- The school's PHSE curriculum supports children in making friends by directly teaching them about what it means to be a friend. The school upholds and teaches British values and, as a Church school, Christian values which are a recurrent theme in both Worship and Religious Education. Some children are supported in being friends and collaborative play through closely supervised lunchtime and breaktime groups.

Feedback

What is the feedback mechanism:

- The school welcomes all feedback and will always respond in an appropriate and professional manner.
- Feedback can be provided in a number of ways including; by phone, in person, email and written.
- Once feedback has been received the Senior Leadership Team will acknowledge, review and act upon it as necessary. The Headteacher will take the lead on this. It may or may not be shared with the wider school, depending upon its nature.
- Any necessary actions resulting from the feedback will be undertaken promptly and professionally.