



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: STUBBINS PRIMARY SCHOOL

School Number: 14039

Name of Person/Job Title	Mr Jonathan Danson		
Contact telephone number	01706 822063	Email	head@stubbins.lancs.sch.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 can be made accessible to wheelchair users through the use of a ramp at the front door. 5 out of 7 classrooms are on the same level however 2 are only accessible via a staircase. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise.

Information such as policies are available on the school website. Parents receive weekly newsletters; these are also published on the website.

Furniture is of a suitable height appropriate to the age group of children being taught in that classroom. The school has a range of ICT programs for pupils with SEN in addition to computers, headphones and interactive whiteboards installed in every classroom. A set of iPads and netbooks are accessible for children at all times if

required. We have access to visual symbols, pictures and signing resources; these are used throughout the school to include children with SEN.

A loop system has been fitted in our school hall to accommodate people with hearing impairments.

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 will inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO will assess and monitor the children's progress in line with existing school practices; they will then work closely together alongside parents to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened for various educational needs e.g. dyslexia and dyscalculia and assessed by outside agencies such as IDSS and Hendon Brook should this be appropriate.

Each class has the benefit of at least one Teaching Assistant.

All staff, teaching and non-teaching receive SEN training on a regular basis. When a child with a specific need joins the school, training is organised so that the child is fully included into the school environment. In the last few years, staff have been trained in how to deal with children with HI and ASD. If TAs work closely with one child they may attend further training courses to ensure the child is able to make adequate progress. A number of staff, including the Senior Leadership Team, have been First Aid trained.

When sitting examinations, children with SEN can be supported in various ways if this is deemed necessary. For example:

- A child can have a reader to support them.
- A child is able to sit in a quiet setting to aid concentration.
- A child with a statement is automatically granted extra time to complete the tests.

The SEN provision map records the type of intervention a pupil is receiving and pupils' progress throughout the school; it also records how much progress individuals make following interventions. The Assessment Co-ordinator tracks progress and provides data, monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

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

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. IEPs are produced termly or half termly depending on the circumstance and pupil and the school operates an Open Door policy with regards to any concerns a parent may have.

All children on the SEN register have an IEP written by their class teacher; this provides the child with targets to achieve on either a termly or half termly basis. The IEPs are signed and approved by the child and the parent and reviewed regularly to assess if targets have been achieved. Teachers differentiate work appropriately to ensure all children are included in their lessons.

Pupils' progress is monitored throughout the school by the SENCO and Assessment Co-ordinator.

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 carries out Risk Assessments where necessary.

If required, a handover is carried out by the teacher or TA in the morning and at the end of the school day.

Teachers supervise children at playtimes. Lunchtime support staff supervise children in the play areas at lunch times. Children with a statement are supported over break-times if the statement specifies this is required.

Support is available in every class but some classes have additional adult support if required. Reception have 2 TAs and a class teacher. Currently, pupils who have a statement have 1:1 support on a daily basis. On school trips, the correct ratios of adults to children is adhered to and, if necessary, additional adults are taken to ensure safety.

Parents can access the Anti-Bullying Policy on our 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 headteacher is in charge of all issues related to medication. All medicine is recorded on a medicine form along with details of dosage and frequency and parents' signature to grant authorisation to the school to administer to their child. When a child is taking medicine, a Senior member of staff supervises and signs the sheet.

Teaching and support staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. If required, further training would be organised to ensure staff were aware of conditions such as diabetes or allergies that required the use of an EpiPen.

Although there are no health professionals on the school premises at all times, the school does have access to a nurse who visits on a regular basis. The nurse provides talks and medical checks for children throughout the school including e.g. heights and weights, healthy eating and puberty.

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 website contains details of all staff currently employed by the school and the School Prospectus also provides this information. The School operates an Open Door policy and has two parent evenings a year (Autumn Term and Spring Term) to provide opportunities for parents to discuss the progress of their child. A written report is provided for every parent in the Summer Term.

An Open Day takes place each year; parents are also able to contact the school directly to arrange an appointment to view the school on other days and ask any questions they may have. Upon accepting a place at the school an induction meeting takes place for parents of Reception children. Various meetings have also taken place in recent years including meetings related to Y6 SATs and the Maths Calculation Policy; thus allowing parents to meet different members of staff.

Parents are able to give feedback to the school in their end of year school report and also via a parental questionnaire.

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

There is a School Council, run by a member of staff allowing pupils to contribute their own views. Annually KS2 children also complete a pupil attitude questionnaire answering questions related to their experiences at school.

We have an ‘open door’ policy, and parents are welcome to discuss their child at any time. Parents can also have their say about their child at Parents’ Evenings, Annual

Review Meetings (if the child has a statement) and IEP reviews (if they express a wish to do so).

We value the views of parents and Parentview <https://parentview.ofsted.gov.uk> is available for parents to make their views known. We also send out an annual Parent's Questionnaire.

Parents are able to become involved in the life of the school in a variety of ways including joining the PTA or being elected onto the Governing Body, should a vacancy arise. Parents are also able to assist in some extra-curricular activities too. We always welcome parent helpers, subject to the usual safeguarding measures. We don't usually allow parents to help in their child's own class.

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 Class Teacher, Head Teacher or SENCO can offer help with forms if this is required.

The weekly school newsletter provides information for parents about any guidance they may need. Individuals are also made aware of advice that may be useful for them too. Information is sometimes delivered to parents via workshops in school e.g. eSafety awareness workshops for parents.

Transition between Key Stages and to Secondary School

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

What the school provides

The school provides a smooth transition from EYFS to KS1 as the children visit their new classroom and teacher a few times in the Summer Term to ensure that the move is as easy as possible.

If required, a transition from KS1 to KS2 can be put in place for children who might find this move challenging including visiting their new teacher and the new classroom.

The transition from Y6-Y7 includes:

- pupils visiting their forthcoming secondary school for taster session
- secondary teachers from the local schools visiting to help ease the transition from Year 6 to Year 7.

Transition units of work are also carried out by the Y6 teacher to support the move to their new school. Children who have a statement may also visit their secondary school with the SENCO, parents or 1:1 TA if further visits are required to ensure a smooth transition. SENCOs from local secondary schools also visit the primary school SENCO.

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

There are no additional childcare facilities on the school premises; the school does, however, have close links with several childcare providers.

There are opportunities for pupils to take part in several sporting activities including netball, football, cricket and cross country – all of these are run by teachers and don't cost anything. Other free extra-curricular activities include choir, film club, French club, code club and band. We do employ an outside company who charge a small fee for their activities including dodgeball, cheerleading, fitness and bounceball.

During school hours, a number of music teachers come in to provide tuition on a small group basis; this is organised by the Lancashire Music Service and has costs attached to it.

The clubs are available to all the pupils in the designated age range assigned to that activity (e.g. Netball is available to Upper Key Stage 2 pupils only).

When children enter our school in Reception, a phased entry takes place to ensure the children settle into school routines well and make friends easily. Year 6 children act as buddies to the infant children supporting them at playtimes and lunchtimes. When children enter our school in other year groups, the class teacher will assign them with a buddy to look after them on and build friendships.