



## **SEN and Disability**

### **Local Offer:**

## **Primary Settings Template**

Mainstream, Short Stay Schools, Special Schools and Academies

## Accessibility and Inclusion

### What the school provides

At Caton Primary School we follow the guidance from the Code of Practice 2014, which states that all schools must deliver inclusive education by removing any barriers to learning. We aim to do this in the following ways:

- Disabled parking is available within the staff car park.
- There is a disabled toilet within school.
- All parts of the school are accessible by wheelchair.
- School publishes a weekly newsletter informing parents of news, information and upcoming events. These newsletters are also available on the school's website. The school website also offers links to the Lancashire Local Offer.
- Information about school including governors, staff, class pages, contacts and weekly newsletters are available on the school website. Parents can access teachers' emails via the newsletter and can contact them at their convenience.
- Further information about the school can be found on our Facebook page.
- When necessary, information will be translated to other languages via the website.
- Staff are available to support parents with completing any paperwork or forms.
- Resources for children are labelled with pictures and words where appropriate and are displayed at children's height.
- All school furniture is age and height appropriate.
- We have no specialised equipment as none is required currently.
- School will seek professional advice and support from other agencies and specialists when appropriate.

## Teaching and Learning

### What the school provides

We aim to provide Quality First Teaching and high quality provision to meet the needs of all children and those with SEND in the following ways:

- 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 concerns and enlist their active help and participation.
- The class teacher and SENCO assess and monitor the children's progress in line with existing school practices.
- Teacher observation, note keeping and gathering of evidence from a variety of sources are all essential in fully assessing a pupil. Some or all of the following are also considered: - Transitional information from schools and nurseries, which will include family history and any medical needs. - School-based assessments, tracking and standardised tests. - Additional support: Provision mapping is planned each half term and support is deployed accordingly. - It may be necessary to give children a short-term intervention to boost a specific area that they are struggling with. These children are not placed on the SEN

register, but are identified on the school's provision map. - When required, we access specialist support; they work with the SENCO and class teacher to set appropriate targets, provide strategies and encourage independence.

- The SENCO provides training every term for all staff. The training is planned to ensure current needs are met.
- When sitting formal assessments, some children with SEND can be supported 1 to 1, have timed breaks, be granted additional time and complete the assessments in a quieter setting within a small group to aid concentration.
- Children can be screened for dyslexia within school and other specialists and outside agencies are contacted for other assessments if required.
- We have Dyslexia-friendly classrooms
- Staff have regular first aid training.

## Reviewing and Evaluating Outcomes

### What the school provides

Each child's progress is continually monitored by his/her class teacher.

- All pupils' progress is reviewed formally and reported on every term in reading, writing, mathematics and science.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress (PIVATS). [The levels are called 'P levels'.]
- At the end of each key stage (i.e. at the end of year 2 and year 6) 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 results are published nationally. We will assess what additional support children with SEND need in order to complete SATs
- Children on the SEND register will have a provision map which will be reviewed with parents' involvement every term and the plan for the next term made. We use a "Assess, Plan, Do, Review" process for all pupils with SEND in order to regularly assess the effectiveness of any interventions and /or teaching methods.
- The progress of children with an Education and Health Care Plan is also formally reviewed at an Annual Review in which all adults involved with the child's education and healthcare needs are invited to attend. All personnel who are involved with the child are invited to complete advice which is circulated prior to the meeting for consideration.
- Pupils (with an EHCP) and their parents/carers complete a One Page Profile to provide information on their likes, dislikes, wants and needs. Where appropriate, the pupil attends the Annual Review meeting and has an opportunity to show work or achievements that they are proud of. The statemented child produces, with their TA, a selection of all the things they have been doing throughout the year and the child comes along to the meeting to share their favourites.

## Keeping Children Safe

### **What the school provides**

- Risk assessments are carried out in line with the LEA and school policy. The school adapts the LEA's risk assessments for everyday risks. The Head Teacher has overall responsibility for ensuring risk assessments are carried out when necessary.
- If a handover is required, the class teacher will wait with the child and ensure they are handed over to the appropriate parent/carer.
- Lunch time break is supervised by an established member of staff and other breaks by the teachers and teaching assistant. Therefore, all breaks are covered by staff who know each individual child very well and are alert to any supervision requirements.
- Children are handed over to parents at the end of the day by a member of staff.
- During school trips, school always provides the correct ratio of adults and where appropriate, an adult will accompany the pupil with SEND on a one to one basis, with no responsibility for other children. The risk assessment for the trip will contain this information.
- Parents can access the Anti-Bullying Policy via requesting a copy from school. The Safeguarding Policy, the Behaviour Policy and the School's Equalities Statement can be found on the school website.

### **Health (including Emotional Health and Wellbeing)**

#### **What the school provides**

- All medicine is recorded along with details of dosage and frequency and parents sign to grant authorisation to the school to administer it to their child.
- If a pupil has an existing Care Plan, this is passed on to the relevant Class Teacher and the master copy is kept in SEND records. The Head Teacher or SENCO will contact the School Nurse or any other medical professionals involved with the pupil, if a Care Plan or Personal Evacuation Plan (PEP) is required once the child has started school.
- Information about children with allergies, asthma or other conditions is shared with all staff who are made aware of all conditions.
- Medical professionals and/or other specialists are contacted, when appropriate, if more specialised training is required.
- All support and teaching 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.
- The school is equipped with a defibrillator, which the staff and local community have access to.
- Bump to the head letters are sent home. The letters state when the bump occurred and signs and symptoms to look out for.
- In the case of a medical emergency, more than one first aider will be called along with the Head Teacher and a decision will be made as to whether or not and ambulance will be called.

- Caton is a small, nurturing school where staff know the children as individuals. This is beneficial for the pupils' social, emotional, mental health and wellbeing as good relationships are forged between pupils and staff.

## Communication with Parents

### What the school provides

- The school website has a list of all staff and their roles within school.
- The school website has a list of all governors and parents can contact the governors via a phone call to the school office and this will be passed on to the relevant governor.
- The school operates an open door policy and staff are available to chat with parents at the end of the day. If a more formal meeting is required, this is booked in advance at a mutually convenient time.
- We hold an open day annually, but prospective families can have a tour of the school at any time by arrangement with the Head Teacher.
- One formal parents' evening is held in the Spring term, however for pupils with SEND, a termly meeting is arranged to discuss targets and next steps.
- Termly reports include a section enabling parents to give feedback about their child's progress and any out of school achievements.

## Working Together

### What the school provides

- School has an active pupil council which meets monthly to discuss issues and ideas raised by the children. All pupils, including those with SEND, are given an opportunity to become part of the School Council.
- We have an active PTA who plan half termly events for the children, parents and staff.
- The Governing Body has a designated governor for SEND who provides support and challenge to the Head Teacher.
- Elections to the Governing Body are held in the event a vacancy arises.
- Parents are involved in all areas of their child's education by school informing them regularly throughout the year about their progress and 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.

## What help and support is available for the family?

### What the school provides

- School provided an "open-door" policy for parents/carers.
- The Class Teacher or Head Teacher can offer help with forms if this is required.
- All year groups have regular online safety lessons throughout the year.

- Online safety tips are passed on to parents through workshops and the newsletter; these inform them how to keep their child safe online at home.
- If a pupil required a travel plan to get to and from school, this would be dealt with by the SENCO and the Head Teacher.
- Parents can access information that they need by either speaking to the school bursar, looking on the noticeboard, which is located at the school gate or through the school website.

## **Transition to Secondary School**

### **What the school provides**

- The Year 6 Teacher holds meetings with the Heads of Year 7 for the feeder secondary schools.
- Visits are held during the summer term enabling children to visit their chosen school and meet some staff members.
- Secondary transition for children with SEND will be tailored to each individual's needs, but it is likely to include several visits, liaison between the primary and secondary SENCO and for children with an EHCP, a representative from the secondary school at their transitional review.

## **Extra Curricular Activities**

### **What the school provides**

- We pride ourselves on our extra-curricular activities/clubs. Privately run activities are also available.
- Some of these clubs are specifically for KS1 and others specifically for KS2. This ensures that the clubs can be tailored to the needs and abilities of the children.
- Some clubs require a cost for materials or for a specialist teacher/coach. The costing varies but is always optional.
- All clubs are open to any ability and will be provided with differentiated activities or receive additional support in order for any pupil with SEND to participate.

## **Feedback**

### **What is the feedback mechanism**

- Feedback can be given face to face, by email or telephone.
- Once feedback has been received, it will be dealt with within 48 hours or quicker if urgent and a response will be provided.