



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Larkholme Primary School**

School Number: **02013**

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 has benefited from a complete refurbishment in the last 2 years. The school is set out over two floors but has a lift which is large enough to accommodate a wheelchair and gives access to all classrooms on the upper floor. The building is wheelchair accessible and has a power assisted door into the main reception area. The large majority of doors into the school are wheelchair accessible and where there is a step an alternative route in and out of the building can be planned for on a Personal Evacuation Plan.

We have designated disabled parking spaces in the school car park which is adjacent to the school building. The school has wheelchair accessible toilets on both floors.

The school has an extensive range of ICT equipment including height adjustable interactive whiteboards in the Foundation Stage and ipads which could be used to differentiate access to lessons.

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

We have a qualified SEN Coordinator who is released from class for one afternoon per week for administration and monitoring and evaluating the provision for children with additional educational needs.

We employ a number of Teaching Assistants whose hours of work are allocated based on the needs of individuals and groups in each class. Teaching assistants deliver programmes of work to support Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs). We do not have specialist teachers or teaching assistants, however we do provide professional development for staff in issues relating to Additional Educational Needs (AEN) e.g. epipen training, asthma training, first aid and other educational support programmes to support the curriculum and individual pupils.

We employ a Family Learning Mentor (FLM) for three days per week. The FLM works closely with children and their families to overcome additional barriers to learning including supporting children with behavioural and emotional difficulties. She also monitors school attendance and ensures that all children, including those with Additional Educational Needs (AEN), maximise their learning opportunities.

The school pays for support and advice from the Inclusion Disability Support Service (IDSS) to enable us to further support children who require provision that is different from and additional to the main body of pupils in the class. This is done in consultation with the class teacher, SENCo and families.

To allow children to maximise their potential in formal test situations (e.g. SATs and Phonics Screening) the school makes decisions to allow children to take tests supported individually by an adult and to take timed rest periods etc. The school can also arrange for children to receive extra time and rest breaks if certain criteria are met.

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 and children contribute and take part in Annual Reviews for children who currently have a Statement of Special Educational Needs.

For other children on the schools register of SEN who are classified as School Action Plus, IEPs are shared half termly (depending on the targets and actions) and parents are invited into school to discuss and agree any actions to help children progress towards their individual targets. The school welcomes all parents to make arrangements with staff to meet at any time during the year to discuss the needs of their children.

The progress of pupils with SEN is monitored by the SENCo and any further actions or provision required is then discussed and arranged with Senior Staff and class teachers.

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 school SENCo arranges to meet with parents and other professionals (e.g health professionals) to discuss any additional educational needs and Individual Care Plans are drawn up to include any risk assessments and actions to be taken in case of emergencies.

When identified through a Care Plan, IEP etc. additional adult support can be provided for supervision during non-teaching time e.g. break, lunchtime.

When taking children off the premises for school trips and visits, a full risk assessment is undertaken by the trip organiser and the headteacher. The ratio of adult supervision to number of children is strictly in line with policy guidelines. Additional staff members accompany the trip if the risk assessment shows that individual children require closer supervision.

When entering the building in the morning children are supervised by additional staff as we ask that parents leave the children at the gate. The exception to this is the Reception children who are escorted directly to the classroom door by parents. At the end of the day, parents greet their children in the school yard. The younger children in Foundation and Key Stage 1 are supervised closely by the class teacher and are not permitted to leave the building until collected by an adult. This arrangement could be extended to older children with additional needs.

The school has an anti-bullying policy that can be accessed through the school website or the school office.

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

School will administer long term prescription medicines when a formal meeting between parents and the school has been arranged and a care plan drawn up. In this case records are kept of the times / dosage given. School does not administer short term medication but invites a family member to come into school to administer these e.g. anti-biotics/paracetamol/cough medicines.

Individual care plans are passed to relevant class teacher/staff and the master copy is kept in the SEN records. All staff are briefed verbally on care plans for all the children in the school.

We do not have specialist teachers or teaching assistants, however we do provide professional development for staff in issues relating Additional Educational Needs (AEN) e.g. epipen training, asthma training, first aid and other educational support programmes to support the curriculum. Sufficient staff members are trained in first aid in line with the schools risk assessment.

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

At the start of each year, all teachers host a “Meet the Teacher” session for families. Families with children with AEN also meet the SENCo on a one-to-one basis. Where appropriate, additional transition meetings are held before moving classes or year group/school.

The school hosts two formal parents per year but welcomes additional meetings with parents by appointment.

Parent questionnaires are sent in Summer Term and enables parents to record their views and suggestions.

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

We have a school council of elected representatives from different year groups.

The Eco team, Rotakids, Active Play Leaders, Team Leaders, House captains, Prefects etc help make decisions about different aspects of school life.

In addition to the normal lines of communication, parents of children with AEN are able to express their views during annual reviews and IEP evaluations.

Elected members of the governing body are allocated specialist roles including SEN Governor. This governor meets regularly with the SENCo to discuss relevant issues.

Governors ensure that sufficient funding is available to support children with AEN and the allocation of the Pupil Premium Funding.

When appropriate contracts are drawn up with families e.g. IEP, CAF, IBP, behaviour contracts and attendance contracts.

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

Our Family Learning Mentor assists families with accessing support and training and will help families to complete forms and paperwork as appropriate.

The SENCo, HT and FLM are able to signpost families to appropriate services or make referrals on their behalf. Key personnel are contacted via the school office.

Transition to Secondary School

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

What the school provides

Children are invited to attend the local secondary schools for a day. The year 6 teachers meet year 7 colleagues to pass on and discuss pastoral needs. During the final half term, Year 7 staff from the local high school are welcomed into Y6 classes once a week to familiarise themselves with the children who will transfer to their school.

When appropriate, additional visits are arranged for vulnerable children. This is arranged between the FLM and high school.

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

A private facility “Skylarks” operates on the school premises. This is a paid for service and offers breakfast club and after school care for Larkholme pupils.

The school offers a comprehensive range of extra-curricular activities for all year groups. Specific sessions are targeted at the children who have otherwise not attended an after school activity.

The school trains older children to become Buddies and Active Play Leaders. They use the Buddy Bench and the school yard to provide advice, friendship and activities for all children.

