



## **SEN and Disability**

### **Local Offer:**

### **Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

School name and address	Treales Cof E Primary School Church Road Treales PR4 3SH
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SENCO	Liz Robinson (Headteacher) <a href="mailto:head@treales.lancs.sch.uk">head@treales.lancs.sch.uk</a>

Does the school specialise in meeting the needs of children with particular SEN?	Yes/ <b>No</b>
Age range taught	4-11

## Accessibility and Inclusion

### What the school provides

- The school building is fully wheelchair accessible. The school building is all on one level, there are no stairs. The school has car parking spaces reserved for disabled parking, which are close to the school building. All doorways and corridors are wide enough to allow for wheel chair access and ramps to ensure access to and from the building. There is a disabled access toilet and wet area. The school has an accessibility plan.
- School information can be found on the school website, through email access or paper copies by request through the school office. Weekly information is provided through the school newsletter. However policies are available through the website or can be requested from the school office. The office will always try to accommodate the needs of parents if the format of the information needs to be adapted.
- Classrooms are well labelled using words and pictures to ensure children can access resources independently.
- The height of classroom furniture is in line with the age of the children but where necessary specialist furniture can be accessed

## Teaching and Learning

### What the school provides

Teachers plan to meet the needs of all the learners in their classes. They look at where the child currently is in their learning, where they need to move on to and how they can enable children to do this. Therefore we look at children as individuals and tailor the learning to the individual needs. This can often mean that a variety of different teaching styles are used, resources, approaches and equipment alongside differentiated activities and the use of targeted teaching assistant support.

- Pupil progress meetings are held each term to evaluate / track the amount of progress each child has made in maths, reading and writing. Concerns about progress are challenged by the senior leadership team and the reasons are discussed and acted upon where appropriate. Any extra provision that is in place is evaluated and adjusted accordingly in conjunction with the class teacher, SENCO, parents and where appropriate other outside agencies.

- Staff always try to maintain an open dialogue with parents through weekly drop in sessions and our open door policy so that any concerns either side have can be looked at and assessed quickly and effectively. If it is felt that an assessment is needed to identify specific areas for development then the school buys in the services of specialist teachers or other appropriate agencies.

- SEN and disability and awareness training is delivered by the school nurse or other outside agencies when required

Some teaching assistants have had training in specialisms such as speech and language, autism, auditory processing delay, sensory programs, Down syndrome, diabetes, fine and gross motor development and we continue to grow our teachers and teaching assistants expertise and confidence to deliver high quality support and intervention for pupils with SEND.

- All teachers and teaching assistants are appraised annually and training needs are identified through this process.

- Medical training such as diabetes, asthma and epi pen training is led each year in accordance with our school nurse and other medical professionals.

- We buy in support from specialist teachers, where needed, including teachers from SEND services and Inclusion solutions (MLD, SPLD, VI, HI, counselling) and receive support when required from Stepping Stones Short Stay School for EBD. We are also supported by our school Educational psychologist and SENDO provided by Lancashire County Council.

- Testing - When sitting examinations, children with SEND can be supported in various ways e.g. application for additional time, rest breaks, use of a reader in certain subjects, scribing and sitting exams in a suitable setting.

- There are three levels of support which we describe as Waves:

- Wave 1 - extra support provided by the class teacher within the lesson. This may refer to differentiated work, classroom support from a TA, a range of resources available for the child to use.

- Wave 2 – looks at small group (intervention) provided outside of the normal lesson time by either a class teacher teaching assistant.

- Wave 3 – individual support provided for the child by either a teacher or teaching assistant. This might include: individual learning programs, specialist equipment, one to one support, visual time tables.

- Any of the above waves or a combination may be used to help children meet targets.

## Reviewing and Evaluating Outcomes

### What the school provides

- Each child on an Education Health Care Plan has an annual review meeting. Parents and other professionals are given up to 6 weeks' notice of the meeting and asked to contribute to the meeting ideally in both written and verbal form.
- The child is also asked to contribute to the meeting and express his / her feelings of how they feel they are doing and what they hope for in the future. This can be done verbally, in written format, through the use of IT or another format that the child is comfortable using.
- Following on from the meeting the parents and other professionals are provided with a summary of the meeting which outlines targets for the future, any actions to be taken as a result of the meeting and recommendations about any changes in the support going forwards.
- The school SENCO has a monitoring cycle in place to evaluate the effectiveness of the provision in place for children with additional needs which is outlined in the SEND action plan. This includes: termly pupil progress meetings, monitoring intervention programs, talking to pupils, looking in books, looking at teachers planning and evaluating provision maps.
- The school keeps a list of children who require extra help / support in school whether this is for medical, disability, learning, pastoral or any other need. The list is updated each term and the children on the list are monitored for the amount of progress they are making using our school systems. Pupil progress meetings are held each term to evaluate the amount of progress each child has made. The provision for that child is also reviewed to see if it is being used effectively and to see if it impacting upon the child's progress and adjusted accordingly

## Keeping Children Safe

### What the school provides

Generic whole-school Risk Assessments are carried out annually by the Headteacher e.g. swimming, trips to church, building related visits.

- Subject Specific Risk Assessments are carried out by the Headteacher/Subject leaders e.g. Science, DT, etc. Class Teachers complete the Risk Assessments for any Educational Visits or off-site activities using Lancashire Evolve and monitored by the EVC coordinator.

- Careful attention is made to adult / children ratios on school visits and children with specific needs have appropriate adult support identified.

General handover procedures are dependent on the age of the child. However, if a child requires it a member of staff will act as a key person to handover.

- During morning and afternoon break there is always a Teacher and Teaching Assistant on duty and a designated member of staff may accompany an individual child as needed.

- At lunchtime a team of Welfare Staff are supported by Teaching Assistants who support children with individual needs.

- Parents can access the anti-bullying policy via the school website or on request from the school office.
- Whistle blowing policy
- Termly - Lancashire health and safety audit
- DSL (designated safeguarding lead) – update and training and Governor DSP trained.
- Secure building and outdoor area
- DBS checks are carried out on all staff and helpers in school
- All staff have regular safeguarding training and all policies are updated in accordance with new legislation.
- Files are kept in accordance with GDPR policy
- The Head teacher ensures all relevant documents with regards to KCSIE are read by staff 2019.

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

### **What the school provides**

The school has a medicine policy which sets out how medicines will be kept and administered in school. This policy is available through the school office and web site. The school has a designated member of staff who is responsible for administering medicines at a set time of the day (lunchtime) and only prescription medicines with an accompanying letter from the parent / carer giving the school permission to do so.

- Diabetic training, asthma and epi pen training are delivered in accordance with the school nurse and other medical professionals.
- Fire alarm training and regular testing is carried out.
- The school has a medical needs risk assessment which is updated and reviewed annually.
- If a child has a long term medical need that requires medication that does not adhere to this policy e.g. insulin, inhaler, epipen etc. then this would be agreed with the parents, school and school nurse and set out in their individual care plan.
- The parents, SENCO, class teacher, learning mentor and school nurse and any other relevant agencies meet to discuss the needs of the child and to formulate a care plan. This plan is then shared during a staff meeting and also shared with welfare staff. The care plan outlines the emergency procedures if there is a medical incident in school and the other requirements that child might need to ensure their safety and wellbeing during their time in school.
- Our school nurse updates staff on training needs. Particular training can be accessed where necessary depending upon the needs of the child. Various teaching assistants have areas of specialism in school: speech and language, fine motor skills, Makaton signing and family learning mentor.
- The School Nurse has regular contact with school and after referral we also have access to other specialisms such as Speech and Language Therapy, Occupational Therapy, Physiotherapy and Audiology

## Communication with Parents

### What the school provides

The children have a number of opportunities to visit the school in the summer term through induction and 'stay and play' sessions. Parents are invited to stay with their child and meet the staff who will be working within the Foundation Stage.

- The induction process also includes: a home visit and talking to local nurseries / preschool settings.
  - Children with additional needs that have been identified by their nursery / pre-school education are invited to a transition meeting before the child starts in September.
  - The school operates an 'open door' policy and staff always try to make themselves available to parents either in person or over the phone..
- The school holds two parents evenings each year and produces a midterm report and an end of year progress report.
- Each class has a blog page which is updated regularly.
- The school has a series of 'open days' each autumn for new starters. Throughout the year there are themed weeks and activities that parents, carers and grandparents are invited to participate in such as: science week, health and safety week, Harvest, Christmas and Easter celebrations, special assemblies, stay and play sessions and sporting events
- The school has an active 'Friends Association' which work closely with the school to both fund raise and to provide the school community with social engagements. • Parents provide us with feedback in a variety of ways: through emailing the office or Headteacher, speaking to school staff, through the Friends committee, parental questionnaires, working parties and feedback opportunities.
- Each year all our children are involved in 'moving up' activity sessions where they start to get to know their new class teacher and the new classroom environment.
- A regular fortnightly newsletter is sent to all families and posted on the school website.

## Working Together

### What the school provides

The school has a very active school council which consists of 2 representatives from each class. They meet on a regular basis and have their own noticeboard in school. There are suggestion boxes in around school which are monitored by the school council. Older children act as reading buddies, friendship buddies, ECO councillors and play leaders (PALs) all of which instil in the children a sense of responsibility and commitment to helping others and our school community. The children have an opportunity to complete a pupil questionnaire each year as a means of sharing their thoughts and ideas about how we can improve our school further in the future.

- The school has an active 'Friends Association' which work closely with the school to both fundraise and to provide the school community with social engagements.
- There are currently two parent governors on the Governing body.

- Parents and Grandparents are welcomed into school to help with all aspects of school life such as joining us on visits, listening to readers, gardening, sewing, themed weeks and getting involved with a variety of different projects.
- SEND / child protection governor who liaises with the SENCO. • Health and Safety Governor who meets on a regular basis with the Headteacher.
- Home school agreement shared with parents during the induction process.
- Links with the local children's centre. To provide support for children through school and our families.

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

### **What the school provides**

Support is available from either the class teacher, SENCO or learning mentor to help parents filling in / completing forms and paperwork. This support is available by contacting the school office.

- The school newsletter which is published fortnightly is used to signpost parents to other groups, facilities and support that may be available within the local area.
- The school does not normally deal with travel plans as this has not been relevant so far to our school. These would need to be looked at on an individual basis as and when the need arose.

## **Transition to Secondary School**

### **What the school provides**

There is a Breakfast Club (8.00 – 8.45) and After School Care Club (3.30 – 5.25) both of which take place on the school premises and children from age 4 upwards are able to attend.

- The school newsletter which is published fortnightly will also signpost opportunities for holiday clubs that are run locally in the area.
- There are a range of extra-curricular activities available to our children mostly at lunchtime. Some are available to all children where others are age specific activities. Most of the activities are run by school staff and therefore there is no charge
- The school also provides opportunities for our children to learn a musical instruments.
- To help children make friends they are encouraged to participate in the clubs and activities provided, Year 5 and 6 pupils act as buddies during lunchtime

## **Extra Curricular Activities**

### **What the school provides**

Year 5/6 children are also involved in a lunchtime reading buddy scheme with our younger children.

- Sports Captains and welfare staff initiate games during play times and lunch times.
- For children who require it, extra interventions and support can be put into place to help support social and emotional development and build friendships.
- The importance of friendship is also reiterated in PHSE work in the classroom and through our values assemblies.
- The school has committed to the sports partnership funding, which enables the school to access further training and offer a wider variety of after school sports clubs.

### **Feedback**

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

All feedback can be made either via the school office or via the headteacher.