



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special
Schools and Academies

Name of School:

St Andrew's Church of England Primary School

School Number: 11020

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	St Andrew's CE Primary School		Telephone Number	01254 231279 07582584636
			Website Address	www.standrews.primary.com
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	*			
What age range of	4 – 11 (with provision for 2-3 year olds and 3-4 year old pre school)			

pupils does the school cater for?	
Name and contact details of your school's SENCO	Miss J Richards

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Miss Joanne Richards SENco		
Contact telephone number	01254 231279	Email	j.richards@st-andrews.lancs.sch.uk

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	www.standrewsprimary.com		
Name	Mrs Joanne Richards		04/02/2020

		Date	
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Please return the completed form by email to:
IDSS.SENDReforms@lancashire.gov.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

At St Andrew's CE Primary School we embrace the fact that every child is different and therefore the educational needs of every child are different. This is certainly the case for children with Special Educational Needs or Additional Needs. We aim to support our children in every way that we can.

- St Andrew's Church of England Primary School is a smaller-than-average-sized primary school of 200 children aged 4 – 11, with a privately managed provision for 2-3 year olds and preschool for 3-4 year olds. The school is expanding and has been recently extended.
- We are an inclusive school and strive to support all children to enable them to

make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contact with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals, e.g. from Health, to make sure that all children receive the support they need to do well at school.

- The whole school building was renovated and extended in 2015 to include 12 class bases with the extra provision of a dance studio, library, nurture room and group room for smaller group working.
- There is one designated access parking space at the front entrance.
- We have two toilets with disabled access. One is located on the Junior corridor and one is next to Foundation Stage.
- Information is available on the school website and in addition to this we send letters that are then also on our website. We also use texts to communicate with parents.
- Policies are available in print format from school and are available on the website.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. The tables and chair height are adjustable in some classrooms.
- We have a loop system fitted in two classrooms.
- Our outdoor space is particularly creative allowing our teachers to provide many interesting opportunities for our children to learn outside.
- We have two ramps and wide doors.
- We have a specialist teacher who works with small groups of children and they are non-class based.
- One of our level 4 teaching assistants has developed her skills in meeting the needs of any hearing impaired children.
- All classrooms have blinds, which supports all children, but particularly visually impaired children.
- Visual support, including symbols, pictures, photos are used as needed across the school to support children in class with their learning.

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

<p>child during tests and SATs?</p> <ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • We have a team of support staff who work with the SENco to support the teacher, children and parents. Each class has one identified teaching assistant. • We have a Learning Mentor to support parents as well as children. She helps with transition and takes parents round different schools to look at provision as needed. • We may find that a child needs additional help: concerns could be raised by a parent/carer, by the child's teacher or by the child. • We would be alerted by a teacher or parent/carer if a child in any age group is making limited progress or if there is a change in their behaviour. Sometimes, other professionals, for example, in Health or an early years setting, may notify the school of any concerns. Parents can approach their child's class teacher, SENco, Head teacher or Deputy Head teacher at any time if they are worried about their child. They are kept informed at all stages in the process of identification and assessment of needs by either the class teacher or the SENco. They are invited to meet the SENco and participate in discussions of support planned for their child. They can obtain advice on how to help at home with any particular aspect of parenting, e.g. managing behaviour at home. Further assessments may involve a specialist such as the school's Educational Psychologist or allocated Speech and Language Therapist. • Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENCO. • Early identification is vital therefore the SENco will be alerted to newly arising concerns through the discussion with staff. • The class teacher and the SENco assess and monitor the children's progress in line with existing school practices. • Additional support is provided by the SENco and by trained teaching assistants throughout the school. Support staff, class teachers, SENco and outside agencies liaise and share developments in order to inform reviews and forward planning. • Classroom based support and intervention can take place in one to one, small group or whole class settings. • Each teaching and non-teaching member of staff is given relevant training at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions. • Updates are made available to staff, by the SENco, via staff briefings, the weekly bulletin or face to face meetings. External training is available to support the staff. • At the end of each half term the Headteacher and class teachers have a Pupil Progress meeting, this is another opportunity to discuss each child in class, their progress and any specific needs they have. Intervention is then put in place to meet these needs.

- Independent Education Plans (IEPs) are updated at least termly, but as they are a working document they are constantly being revised as the children make progress. Targets are adjusted or changed as the children's needs alter.

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?
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- All statements are reviewed on an annual basis.
 - Reviews are carried out in line with statutory guidance for reviews.
 - Advice is provided by the school, external agencies, the child and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and school. Children are always encouraged to participate in their meeting.
 - Progress of other students with SEN support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
 - Progress data is shared with parents three times each year, in written format through their annual end of year report, as well as face to face at parents' evenings in the autumn and spring term.
 - The SENco is available to discuss individual students at any point.
 - The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

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?
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- The Head teacher is responsible for overseeing risk assessments.
 - Mr Lang is the Educational Visit Coordinator.
 - All children are greeted at the front door at 8:50am by the HT and AHT.
 - At the end of the day the teacher/teaching assistant goes out with the children or hands the children over at the classroom door.
 - Parents can read the Anti-Bullying Policy and Behaviour for Learning Policy at anytime. These are available on the 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

- At St Andrew's care plans are written with the child (if appropriate) and parents. It is agreed with the class teacher/teaching assistant and other relevant people. All involved sign the Care Plan. The SENco shares Care Plans with the School Nurse.
- Medicine is administered by office staff and is stored safely throughout the school day and in the fridge if appropriate. When medication is given the child's medication form is signed and countersigned with the date and time.
- In an emergency agreed procedures are followed. There are lists of trained first aiders around school.
- The SENco has regular liaison with the school nurse. In school children have access to speech and language therapists, the hearing impairment nurse and the visually impaired nurse.

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?
- The School Website contains details of all staff currently employed by the school.
 - The School operates an Open Door policy and has two parents’ evenings a year to provide opportunities for parents to discuss the progress of their child.
 - A parent questionnaire is also provided for parents to record their views and suggestions and Parent View is available on the Ofsted Website.
 - The school website has information that is updated regularly with things such as letters and details of ongoing events.
 - We hold induction evening for parents of children starting in reception.
 - Parents can text the school or email staff if they need to give feedback.

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?
- There are a number of ways in which children can have their say, including talking to the Head teacher, Assistant Headteachers or class teachers and support staff. This could be while they eat their lunch together or while the Head and Deputy Head are on the yard before school and at break and lunchtimes or when walking around the school.
 - There is also a School Council for pupils to contribute their own views.
 - The Learning Mentor leads regular circle time to ask children their views about a range of topics.
 - Parents can openly discuss any concerns about their child in Parents’ Evenings, Annual Reviews, IEP reviews.
 - Elections to the Governing Body are held in the event a vacancy arises.
 - Parents are always encouraged to take an active role in the education of their child and are welcome into school throughout the year, including:

Coming to assemblies; 'Open Afternoons to celebrate the children's topic work; volunteering both in school and going on trips.

- Through our home school agreements.

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?
- The SENco, Head teacher, Office Manager and class teachers are available to help families with paperwork and forms.
- We also have links with other services that can and will support our parents including the School Nurse, Lancashire Fire and Rescue Service and the Children's Centre.
- The Attendance Officer and Learning Mentor can help parents with getting their children to and from school in the short term, under the guidance of the Head teacher or Assistant Headteachers.
- For longer term transport needs the Head teacher and Assistant Headteachers or SENco can explore other types of support.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)
- Transition is a priority and school have links with local high schools. We try to 'tailor' transition to the needs of each child, with most children needing a few visits and support in school from the Learning Mentor. We have a programme that prepares children for life in a high school, which is run throughout the summer term by the Learning Mentor.
- For some children extra visits are needed and possibly transition books. We discuss any additional needs with the children and their parents. We also organise transition meetings for our more vulnerable children, with parents being invited to meet with the SENco from high school and the Learning Mentor to share knowledge and concerns about the child. A plan is then put in place to support the child.

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?
- At St Andrew's CE School we provide a before school and after school club during term time. The breakfast club runs from 7:45am until the beginning of the school day and the after school club runs from 3.15 – 6:00pm. We have a Holiday Club that runs every holiday (except bank holidays) from 8:00am-6:00pm. Rather than an extension of the school day, the clubs are run with as a homely safe environment.
- At lunch time the children can make use of our extensive outdoor provision. This includes a secret garden, lots of equipment and separate playgrounds. Our Learning Mentor plays our every playtime and keeps an eye on children who are new to the school and ensures children have good friendships.
- At lunch time throughout the year different clubs are run for the children by the children in Year 6. These include:
Playdough club, jewellery making club, football, loom band club, drawing club, dance club. Every lunchtime an adult led club is held inside for those children who would prefer to stay in. This club has card games, computers, iPads, lego etc.
- After school clubs include activities such as:
Football, Cricket, Netball, Choir, Dance
- All of these additional learning opportunities are run free of charge for our children. We ensure that all KS1 children have the opportunity to attend at least one of these.
- We hold an Aspirations/careers event for our year 5 children that involves a range of professionals carrying out activities with the children and talking to

them about their future careers. This is led by the Learning Mentor and Attendance Officer.