



SEN and Disability
Local Offer:
Mainstream Primary Setting:
St. Andrews CE Primary School

Accessibility and Inclusion

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 also 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.

Our school SENDco is: Miss Joanne Richards

St Andrew's is a larger than average sized primary school of 300 children aged 4 – 11, with a privately managed provision for 2-3 year olds (20 places) and a preschool for 3-4 year olds (32 places). The school is expanding and was extended in 2016. 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.

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 our Foundation Stage. Information is available on the school website and in addition to this we post daily on Facebook, Instagram and X. 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. Loop systems can be fitted if required.

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. Classrooms have blinds, which supports all children, but particularly visually impaired children. Visual support, including symbols, pictures, and photos are used as needed across the school to support children in class with their learning.

Teaching and Learning

What the school provides

We have a team of support staff who work with the SENDco to support the teacher, children and parents. Each class has one identified teaching assistant. We have a Play Therapist and Emotional Therapist to support parents as well as children. Staff

can help with transition and take parents round different schools to look at provision if needed.

If 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 Social Care may notify the school of any concerns. Parents can approach their child's class teacher, SENDco, Head teacher or Assistant 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 SENDco. They are invited to meet the SENDco 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 or Specialist Teacher. Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENDco. Early identification is vital therefore the SENDco will be alerted to newly arising concerns through the discussion with staff.

The class teacher and the SENDco assess and monitor the children's progress in line with existing school practices. Additional support is provided by the SENDco and by trained teaching assistants throughout the school. Support staff, class teachers, SENDco 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 SENDco, via email, CPOMS (an online reporting system) or face to face meetings. External training is available to support the staff. At the end of each half term the Head teacher 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 the school provides

All Education Health Care Plans (EHCP) 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 SEND support needs are 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 online at parents' evenings in the autumn and spring term. The SENDco 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

What the school provides

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 any time. These policies are available on the school website.

Health (including Emotional Health and Wellbeing)

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 SENDco 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 with the date and time. In an emergency agreed procedures are followed. There are lists of trained first aiders around school. The SENDco has regular liaison with the school nurse. In school children have access to speech and language therapists, nurses for visually and hearing impaired pupils and specialist teachers.

Communication with Parents

What the school provides

The School Website contains details of all staff currently employed by the school. The School operates an Open-Door policy and has two online 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. Class Dojo has information that is updated daily with things such as letters and details of ongoing events. We hold induction evening for parents of children starting in reception. Parents can message staff if they need to give feedback.

Working Together

What the school provides

There are a number of ways in which children can have their say, including talking to the Head teacher, Assistant Head teachers or class teachers and support staff. We have 'St Andrew's Asks.' This is a monthly meeting involving different pupils each time and staff can get the views of pupils about a range of topics. Parents can openly discuss any concerns about their child in Parents' Evenings, Annual Reviews or 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:

Attending special 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?

What the school provides

The SENDco, 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, Early Help, Lancashire Fire and Rescue Service and the Family Hub. The Attendance Officer and Play Therapist can help parents with getting their children to and from school in the short term, under the guidance of the Head teacher or Assistant Head teachers. For longer term transport needs the Head teacher and Assistant Head teachers or SENDco can explore other types of support.

Transition to Secondary School

What the school provides

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 SENDCo. We have a programme that prepares children for life in a high school, which is run throughout the summer term by Early Help. 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 SENDCo from high school and SENDCo to share knowledge and concerns about the child. A plan is then put in place to support the child.

Extra-Curricular Activities

What the school provides

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 lots of equipment and separate playgrounds. Our Teaching Assistants play out every playtime and keep an eye on children who are new to the school and ensure children have good friendships. After school clubs include activities such as: Football, Cricket, Netball, Choir, Cricket, Dance, Cycling and Darts. All of these additional learning opportunities are run free of charge for our children. We hold an Aspirations/careers event for our year 6 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 'Amazing Accrington.'

Feedback

What is the feedback mechanism

Parents can message all staff via Dojo, or the Head teacher via email and text. We also send out questionnaires for parents and online forms. We use the Ofsted parent feedback form as well.