



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Nateby Primary School**

School Number: **02/038**

## 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?)
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### What the school provides

- The ground floor of the school building is wheelchair accessible.
- There is a large adult disabled toilet on the ground floor.
- All school letters and policies are available in large print when requested by parents.
- Workstations for children with ASD are in place along with visual timetables.
- The school children learn BSL, signing along to stories and songs.

## 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

- Children are assessed by teaching staff as well as outside agencies to determine any SEN.
- Any concerns from the Class Teacher are taken to the SENCo who will then liaise with the relevant professionals in order to assess the child's individual needs. Any necessary support will then be put in place.
- Four Teaching Assistants are employed by the school and are deployed as needed; we currently have 1-1 support for 1 child who has a EHCP
- Individual Education Plans (IEPs) are written and reviewed each term. This is the job of the SENCo who discusses new targets with the class teacher, Teaching Assistant and any professionals involved with the child. The SENCo monitors and supports the whole process and holds meetings with parents each half term to share IEPs.
- Independent learning is encouraged through differentiated work/activities and a variety of different teaching techniques.
- We work with many outside agencies. These include: other local specialist schools, Educational Psychology services, Inclusion and Disability Support Service (IDSS), School Nurse/Doctor, Speech and Language and Stepping Stones outreach teachers.
  
- Training is on-going for staff. The Headteacher ensures that staff are well equipped in their SEN knowledge by sending them on appropriate training courses.
- Provision mapping highlights children's needs and shows how these needs are being met. Provision mapping is reviewed regularly to ensure that the available support staff are effectively deployed.
- For tests, the individual child's needs are assessed and where it is necessary additional time, readers or other provision is put in place for them. Test papers

can be ordered in braille and larger print.

## Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- 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

- Statements are formally reviewed annually and every 6 months for a child in Reception.
- Progress of SEN children is monitored thoroughly by the Headteacher and the SENCO.
- SENCO oversees arrangements made at the start and end of the school day of progress.
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- Children with SEN have their IEPs reviewed termly and discussions are held with the children and parents to help move their learning forward.
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Formally recorded progress is used by the school to inform their provision mapping which is then subsequently reviewed.

## What the school provides

- Environmental Risk Assessments are carried out on a regular basis for any areas of concern within school. Headteacher, SLT and Governors are all involved with this process.
- Regular checks of premises and equipment are carried out. For example: play equipment; fire equipment and means of escape.
- Risk assessments are carried out on an on-going basis for both school based activities or school trips. They are then submitted for approval by the Educational Visits Coordinator (EVC). If visits are of higher risk, then they will be formally approved at a Full Governing Body Meeting and approval from Lancashire County Council will also be sought.
- The children are supervised by staff throughout the day. Teachers and Teaching Assistants provide supervision at playtimes and supervise at lunchtime.
- Provision is made to keep all children safe in PE or during outside school activities. Children are closely supervised and adequate numbers of additional adults (including 1-1) are provided as necessary.
- School policies are available through the school 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**

- Medication is kept securely in the school office and only administered to children with explicit instruction, prescription and permission from parents and carers. A record of any medicine given is kept in the school office.
- If a care plan is required, school staff meet with parents and relevant medical professionals to produce the document collaboratively. Any staff member who has contact with the child identified within the care plan is made aware of the content.
- Training on medical needs is provided through first aid training. Any extra requirements for specific medical needs would also receive training.
- School has a defibrillator machine, the majority of staff and some members of the community have received training.
- Many healthcare professionals provide support to the school as and when required.

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

- Being a small school, everyone knows each other! We have an Open Door policy and parents feel comfortable in approaching staff.
- The class teacher is usually the first point of contact along with access to the SENCo and Headteacher.
- Parents/carers can approach the staff on the playground and the beginning and end of each day or they can make an appointment to see someone. This would normally happen on the same day.
- Parents and carers are informed of progress through Parent's Evening appointments, termly progress updates and formal reports written at the end of each academic year. All the staff are more than happy to meet with parents at any time if there is a need to discuss anything.
- Parents can give feedback to the school via parental questionnaires sent out each year.

### **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**

- Children offer their viewpoints through School Council. These viewpoints are used to help improve the children's school experience.

- Children are able to offer their ideas for fundraising and suggest ideas to help improve our school and its environment.
- Parents are invited on to school trips and are welcome to volunteer to help out around the school. There is the opportunity for parents to stand as Parent Governor of the school.
- The school holds termly community events where parents and the wider community are invited to share in the experiences of the school e.g. Rose Queen.
- The school has an active PTFA, who meet regularly to discuss fundraising activities and ways to improve school.
- School reports include opportunities for parents to respond and inform teachers of additional achievements.
- Pupils give feedback through Pupil Attitude Questionnaires and Pupil Interviews.
- The school website also features a whistle-blowing facility ('Report a concern') where anyone can make a report and choose to submit in anonymously. This is sent straight to the Headteacher.

### **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**

- The school provides support if a parent has concerns about completing forms and informs them who to contact about any issues regarding their child. The school can act as a first point of contact for parents if required. This can be accessed through contacting the class teacher, SENCo or Headteacher.

## Transition to Secondary School

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

### What the school provides

- The school liaises with the local high schools to provide a smooth transition to secondary. We have an excellent relationship with the local high schools. Year 6 and other KS2 year groups attend termly workshops held by local high schools.
- Children visit the school in question as a group as well as individually as often as required.
- The Year 6 teacher meets with the Year 7 Head of Year from each high school to discuss child individually, ensuring smooth transition.
- The children regularly take part in sporting events organised and hosted by the nearest high school.
- There is the opportunity for Year 5 visit days where the children visit the nearest high school and participate in fun activities.

## 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

- School operates a breakfast and after school club which offers a full range of activities from sport to art and drama. These clubs are available at a cost to parents; however children on FSM or in receipt of Pupil Premium can access three clubs per child for free every week. We ensure outside coaches are aware of any other the additional needs of children attending their sessions and support their inclusion. School staff also run a selection of the clubs. We also promote local holiday clubs which are on offer nearby and ensure parents are informed of these in advance of the holidays.
- The school also operates lunchtime sports clubs these are available to all children at no cost.
- The children are very supportive and accepting of each other and we encourage them to consider each other's views through weekly class council/PSHE session. The school does not currently run a structured 'buddy' programme but would consider it if the need arose.