



St James' Lanehead Church of England Primary School

# St James' Lanehead C of E Primary School Local Offer

<b>Date of Policy:</b>	<b>September 2020</b>
<b>Person Responsible:</b>	<b>Mrs Claire Ashton</b>
<b>To be reviewed:</b>	<b>Annually</b>
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## Accessibility and Inclusion

### What the school provides:

Our school has an adopted accessibility policy

The school was built 1976 and, as it is on a hill, has stair access to all areas and therefore is not suitable for wheelchair users. The drive way to a very small car park is extremely steep and there are no accessible parking spaces. A toilet suitable for use by wheelchair users is available.

Information is available on the school website. A weekly newsletter is available to all parents on our website. This newsletter is also available in print form where required. The school website has been updated with a translation feature to allow parents and pupils whose first language is not English to access the same information as parents who have English as a first language. Important information is also shared through notice boards and leaflets within the school entrance.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. All classrooms have interactive whiteboards. The school has a range of ICT programmes suitable for pupils with SEN. Touch screen computers are available if necessary. The children are taught using multi-sensory techniques and additional resources are purchased as required. School also works with other agencies e.g. Occupational Therapy and the SEND Traded Team to support those children who have specific access requirements.

## Teaching and Learning

### What the school provides:

#### Identification and Assessment Arrangements

Information on pupils commencing school will be sought from:

- Parents – Information is gathered during pre-school visits.
- Health agencies
- Social and welfare agencies
- Nursery – the SENDco liaises with the feeder nursery to discuss admissions
- Class Teacher/Support Staff
- Special Educational Needs Co-ordinator
- Previous Head teacher.

This enables us to be aware of any new pupils identified as having special educational needs, so that appropriate arrangements can be made in advance of their admission.

Concerns about a child's individual learning needs may also be raised by parents/carers, or class teachers. It is from these concerns that additional assessments and/or observations may be undertaken in order to identify the child's area of need before putting appropriate provision in place.

The school places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

Within our school we consider assessment to be essential to our planning for all pupils. It is through assessment that we are able to:

1. Analyse children's learning difficulties
2. Clarify children's needs for different approaches and resources
3. Provide for those needs whilst continually assessing the child's progress

The SENDCo tracks pupils on the SEN register closely, using a variety of assessment tools, in order to ensure that they are making progress and are being given the appropriate resources and support to ensure they have the tools to achieve their potential. All other identified groups are also tracked on the class provision maps, which are updated termly to ensure that children are being provided for within all lessons and interventions.

### Curriculum

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. They will use their knowledge of learning alongside a school SEN handbook to develop strategies to support all children.

There may be an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group.

The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school. All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated. Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon.

The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.

The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.

The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.

### Training

The SEND Co-ordinator has achieved the National Award for SEN Co-ordination.

The Headteacher, SENDCo and SLT plan regular in-Service training, which takes place for both teachers and teaching assistants. Previous training sessions have focused on Autism, Inclusion and Speech and Language.

The S.E.N.D. co-ordinator attends as many suitable courses as time and finances will allow and cascades information to colleagues.

### Arrangements for Tests/SATs

All children participating in tests/SATs are prepared for what will happen well in advance. Throughout school, all children are given the opportunity to undertake test style questions related to their learning as well as experience test situations within the school year.

If required, permission may be requested for children to have support with writing and or reading during the test/SATs.

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

Our SENDCo oversee the progress of any child identified as having SEND.

The content of this support will be explained to parents when support begins, as part of a child's provision and is reviewed and updated during termly review of the targets set and the provision in place as part of the graduated response cycle of Assess, Plan, Do, Review.

All children on the SEN register will have a written Pupil Overview of Provision (POP) or Individual Behaviour Plan (IBP) based upon their category of need. POPs contain two achievable targets for the children to work towards throughout a term. POPs are working documents, monitored weekly by the teacher, teaching assistant and SENDCo and are updated with new targets as and when required. They will be formally reviewed and evaluated 3 times per year. Parents, pupils, class teacher and TA will be involved with the discussions and developing new plans.

### Assessment

Throughout the school, children's progress in maths and English is formally assessed every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

The school's class provision maps contain information about the progress of all identified groups of children. Progress is measured in different ways, depending on the needs of the child. For instance, this may be through formal or informal assessments before and after a programme of intervention, or through observation of a child's interactions with their peers. If required the specialist teacher may complete further assessment to identify a child's specific learning need. The class teacher follows the advice of the SENDCo and Specialist teachers to put additional provision into place, and this provision is reviewed regularly. If progress is not as good as expected, the type of support and provision provided is changed and adapted until progress is improved.

### Reviews

- Children with Education, Health and Care Plans (EHCP) have an annual review of their EHCPs.
- Children below the age of 5 have their EHCPs reviewed every 6 months.
- Parents contribute to and take part in all review meetings.
- All teachers/staff play a key role in the monitoring of all aspects of pupil performance.
- All relevant staff will participate in reviews.
- All POPs are reviewed and up-dated every term.
- All children will be involved in the review processes.
- Class provision maps are reviewed and updated by class teachers and SENDCo every term.

## **Keeping Children Safe**

### **What the school provides**

The Safeguarding co-ordinator carries out risk assessments where necessary. Dynamic risk assessments are carried out by all staff on a daily basis dependent upon the learning environment. Risk assessments are also completed by all teaching staff when taking children out of school for an educational visit.

Risk assessments are reviewed and up-dated on a regular cycle by members of the SLT and subject leaders.

Children are brought to and collected from the classroom by parents/an adult.

School staff are on duty on the school playground from 8:40am. All children are supervised as they leave school to ensure safe handover. Junior children are allowed to make their own way home, providing this intention is made clear to school and that they return straight away if the person collecting them is not present. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

During break times the children are supervised in all areas of the playground by teachers and TA's and at lunchtime by lunchtime support staff. Within P.E lessons, teachers and support staff are present to supervise the children within the school hall or on the playgrounds/field outside.

Children who need individual plans for emergencies have a Personalised emergency evacuation plan (PEEP) which is reviewed annually.

Every class has additional adult support. The amount of support depends on the needs of the children.

The school has a behaviour policy which can be accessed by parents on the school website.

In accordance with legislation, the school has a Designated Senior Lead (DSL), Mrs Dugdale and deputy DSL Mrs Ellis, Mrs Cassidy, Mrs Hodgson and Mrs Bradley who deal with issues related to Child Protection and Safeguarding. All staff and Governors receive regular Child Protection awareness training.

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

### **What the school provides**

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

The school currently has a member of staff who has extensive nurture training and the Head teacher has prior experience of managing nurture. Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the Head teacher.

Where required, the school can access support from other professionals e.g. Speech and Language therapists, Occupational Therapists, SEND traded team as well as Wellbeing Family support.

The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office.

Parents need to contact the school office if long-term, prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office. On a day-to-day basis, the administrative staff generally oversee the administration of any prescribed medicines. Another member of staff will always witness any administration. As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.

### **Communication with Parents**

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

The class teacher will meet with parents formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss their child's progress and the support that they are receiving.

Class teachers are always happy to discuss a child's needs if a parent has questions or concerns between more formal meetings.

An appointment can be made with the SENCo to discuss support in more detail if required.

POPs (Pupil Overview of Provision) will be shared with parents and children (age appropriate) termly and all parties will be asked for to comment on how the targets set have impacted on the child at home and at school.

The details of the school SENCo is on the school website for parents to access along with contact details should parents wish to make an appointment.

Open mornings and evenings are offered to new Reception starters, and children wishing to join within the school year are offered a tour of the school prior to starting.

Parents are also invited to Family Fridays, which are held each week for different year groups. These offer parents a chance to learn about curriculum initiatives e.g. SAT's and phonics, as well as undertake activities with their children or gain insight into what their children have been learning within a topic. Feedback forms are always filled in at these events. The school also has a parents forum within which parents are informed of possible changes and are asked their opinion and views. This is held once a term.

Parents can also feedback about the school on Parent View, which can be accessed through our website. The Governors also carry out a parent questionnaire each year at Parent's Evening.

### **Working Together**

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

Children who have POPs or IBPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings. If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate).

Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey. All children are provided with the opportunity to be voted onto the school council, as well as hold other positions of responsibility, by their class or teachers. Pupil Interviews are conducted throughout the year by all members of the SLT as well as Subject leaders, with children receiving SEN support and support from an EHCP included in this process.

Where required, a child may have a home-school communication book, in which teachers and parents can communicate on a daily basis about the child's needs and behaviour.

Elections to the Governing Body are held as vacancies arise, and the SEN Governor oversees the developments of SEN provision within school, as well as monitors the progress of this group of children.

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

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

The school has three parental support workers who are able to provide help and guidance. Regular TAF meetings are held with parents, parent support workers and teachers to support families. The school will also refer parents to other agencies e.g. wellbeing family support, and Foodbanks which are deemed to be required. The parent support workers also offer help with completing forms and paperwork, as well as helping to book appointments if required. Contact information for these members of staff can be found on our school website.

The school runs workshops for parents to enable them to understand the work their child is doing in school and so be able to support them. Eg. Phonics, English, Basic maths.

### **Transition to Secondary School**

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

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools. At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education. We can also create 'social stories' with/for the children if transition is likely to prove challenging.

### **Extra-Curricular Activities**

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

All children are included in all parts of the school curriculum and we aim for all children to be included on educational visits. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

The school offers a breakfast club and an out of school club in school. Also, a variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.

### **Feedback**

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

##### Complaints for parents of children with Special Educational Needs:

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors

Should parents wish to make an appointment with any of the above; the contact information can be found on the website. The complaints procedure can also be found on the school website.

If the complaint regards a Statutory Assessment of a child's needs, the complaint should be forwarded to the Local Authority.