



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Heysham St Peter's CE

School Number: 01056

School/Academy Name and Address	St.Peter's C.E. Primary School Road Heysham Lancs LA3 2RF	Telephone Number	01524 852155
		Website Address	www.stpetersheysham.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:
	No		
What age range of pupils does the school cater for?	4-11yrs		
Name and contact details of your school's SENCO	Mrs Danielle Parker St. Peters C.E. School Heysham		

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	Mrs Danielle Parker SENCO Mrs Nicola Gomersall Headteacher		
Contact telephone number	01524 852155	Email	bursar@stpetersheysham.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	http://www.stpetersheysham.lancs.sch.uk/our-school/sen-and-inclusion		
Name	St. Peters C. of E. Primary	Date	23/3/2021

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

The school has no wheelchair access to many of the entrances into the school as most of them have a step leading up into the entrance. The main entrance is easy to locate. It is well signed and well-lit but does not have wheelchair access. A portable ramp is available. The school has a disabled toilet and has a shower facility.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, computers and interactive whiteboards installed in every classroom. Visual timetabling is used to support learners on the autistic spectrum and visual cues are used to enhance communication with children and parents whose first language is not English.

Health and Safety notices (including Fire safety notices) are displayed around school and in every classroom.

Parents and carers are kept update via a weekly emailed newsletter and all relevant policies and procedures can be found on the school's website.

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

At St. Peter's it is our aim that all children achieve their potential. Our Mission Statement 'As part of God's family, we aim high, enjoy and achieve' reflects and promotes the high expectations that we have of all our children and staff.

Early identification for a child with probable SEND is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Likewise, we take the viewpoints and concerns of the parent/carers are taken seriously.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be 'screened' in school for dyslexia using the GL Assessment Dyslexia Screening Programme. We also work closely with outside agencies such as educational psychologists, speech and language therapists, occupational therapists and specialist teachers. In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by the NHS and/or our School Nurse. Whilst trying to identify a child with SEND, we always listen to the concerns and viewpoints of the child and their family.

Where a SEND is identified, provision maps record the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The child will also be given an Individual Education Plan specifying targets to work towards. The Lancashire Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

Each class has the benefit of one Teaching Assistant. We also have two additional teaching assistants in school to support children with SEN needs. Within classes, additional support for children with SEND is provided via:

- Carefully differentiated learning including specific programmes for individuals
- use of ICT hardware and software when appropriate
- use of learning aids (e.g. overlays, talking tins, pencil grips etc.)
- consideration of social arrangements within the classes (friendship groups etc.)
- personalised pupil passports to support behaviour and emotional/social support

The school also employs a Learning Mentor whose role is to support children and families within our school community

Staff have received First Aid and EpiPen training.

When sitting examinations children with SEN can be supported 1 to 1 (EHC Plan), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

Staff have had recent training on: Auditory Processing Disorder, IDL Intervention for Mathematics and English and Dyslexia. Some staff have taken part in Team Teach training (moving and handling). The school's SENCO and head teacher attend additional training specific to their roles.

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?

What the school provides

If a child has an EHCP, the parent/carer and the child contribute and take part in Annual Reviews and TAF meetings. Copies of all relevant paperwork concerning their child are sent to parents/carers.

Each child on the SEN register has their own provision map and IEP which is kept up to date with targets, progress and any intervention they may have had. These targets are shared with parents and carers.

The school operates an Open-Door policy with regards to any concerns a parent may have through an appointment system via the school office. Termly meetings are held between the class teacher and parent/carer of any child on the SEN register.

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map and Lancashire Tracker.

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?

What the school provides

The Head Teacher carries out Risk Assessments where necessary.

There are no official parking areas for pick up and drop off and we encourage all children to walk to school if at all possible.

Support is available in every class but some classes have additional adult support if required; for example children with a EHC Plan or classes where more Interventions are required.

Our school takes safeguarding very seriously.

- When going on any trips, a focused risk assessment for educational visits (including reasonable adjustments) will be written.
- use of 'buddies' at break and lunch times
- targeted support of welfare staff at lunch times
- use of Pupil Passports

We only employ qualified and trained staff following a DBS check. All volunteers and visitors must sign in at Reception and wear a badge which is provided. All staff wear photo identity cards.

We recognise that children with SEND can be the victims of bullying and our policy can be found on the school website. Pupils' and parents' views will always be taken seriously and the school will always respond when concerns are raised.

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

All medicine is recorded along with details of dosage and frequency and parents grant authorisation to the School to administer to their child and administered in line with school policy. Medication is stored securely.

Care plans are passed on to the relevant Class Teacher and the master copy is kept in First Aid records.

Designated support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.

In addition, Diabetes, Epilepsy and Epipen training and narcolepsy advice has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure 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?

What the school provides

We have a photo board of all members of staff in the school entrance and our school website clearly names all members of staff and their role in school.

The school has two parent evenings a year to provide opportunities for parents to discuss the progress of their child and a meet the teacher evening in the first full week in September. There is also an annual SEN Parents' Evening.

Parents are encouraged to make an appointment to see the Class Teacher in the first instance if they have any concerns.

Provision mapping and IEP meetings are held when required.

There is an opportunity for parents to give their views on Ofsted Parent View via the school website.

The school publishes information about what is going on in school on Facebook and the school website regularly.

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

'Pupil Voice' is active in school with a peer elected School Council. We also have Y6 buddies to support our youngest children. Staff members engage with learners on a 1:1 basis as a part of their professional role. There is also a School Council for pupils to contribute their own views.

Parents can have their opportunity to discuss their child's education in Parent Evenings, Annual Reviews, provision mapping/IEP reviews and TAF meetings.

School always has several parents working as volunteers and actively encourages parents to get involved in the school community. The Friends' of St. Peter's (PTA) are actively involved in the life of the school, raising lots of money as well as organising a number of wide-ranging social events.

A range of agencies support children where necessary, there are links with the local Children's Centre.

The school Governors actively promote inclusion and there is a named governor, Mrs Caroline Whittingham, who reports to the Governing Body re SEND issues. Mrs Whittingham can be contacted via the school office. Elections to the Governing Body are held in the event a vacancy arises.

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

Support is available to parents re any aspect of the education, care and health of any child in school. Class teachers, the headteacher, the SENCo and SENCo support (Mrs Newton) are particularly keen to ensure that parents of children with SEND are confident that their needs will be addressed. The school's communication with parents is extensive and we aim to provide current information.

The Class Teacher or SEN support can offer help with forms if this is required. Our school business manager is particularly helpful when parents require help or information of a confidential nature.

There is a Community Notice board, which contains additional information of upcoming events or general useful information and we aim to keep our website as up to date as possible.

The School Nurse can be contacted for sessions for parents/families.

Parenting courses are advertised on our Facebook Page and Mrs Holmes, our learning mentor is available Monday to Wednesday to support any of our families.

Transition to Secondary School

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

What the school provides

Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.

Transition meetings (and pre-meetings) are always held for families of students with SEND. The school will aim to draw together all agencies who are involved with the child to ensure that the receiving school is fully aware of the child's needs. During the months leading up to the transition to the receiving school, the views of the child and parents will be central.

Transition documents are sent to all secondary schools. Some pupils are offered extra visits to their choice of Secondary School to ease their transition if we feel it would be useful for them. We have excellent links with all our local Secondary Schools.

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

Through a management committee, the school operates a daily Breakfast Club and we have close links with external After School clubs such as Busy Bee's, Overton. There are opportunities for pupils to take part in after-school sporting activities, details are sent out to parents on a termly basis.

Year 6 work closely with our YR and KS1 children, supporting them at playtimes and lunchtimes and enabling them to settle into school routines. This is very beneficial in the Autumn Term as Y6/YR buddies.

The school provides a very wide range of sporting and cultural clubs and each one is open to all learners, including those with SEND. The staff responsible for each activity will actively welcome children with additional needs and will ensure that the club's activity is accessible by making reasonable adjustments where necessary. Sometimes we will use outside agencies to run after school clubs and there may be a small fee.

Clubs offered include:

- art
- tag rugby
- choir
- athletics
- football
- film
- gymnastics
- cricket
- board games
- Spanish
- book club

Positive relationships and friendships are promoted in a variety of ways. A positive and happy school ethos is promoted throughout the school community. We also have:

- an effective programme of personal, social and health education
- buddying
- 1:1 support for new arrivals
- our House system supports cross-phase friendships
- anti-bullying policy
- targeted intervention on friendships delivered by our learning mentor
- whole school enrichment days