



**SEN and Disability**

**Local Offer:**

**Treales CE Primary School**

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## Accessibility and Inclusion

- The school building is wheelchair accessible.
- All classrooms are carpeted or have carpeted areas to support children with hearing impairment.
- There are blinds in classrooms and the hall to reduce glare.
- There is one accessible toilet in school with ample space for changing.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- Provision is accessible for the needs of our current pupils and resources have been purchased/adapted for their specific needs.
- The curriculum is planned, adapted and differentiated to meet the needs of all pupils. To support learning all teachers use a range of teaching styles, visual timetables and additional resources maybe provided for individual children, when needed.
- Some ICT programs are used to support access to the curriculum for children with SEND as well as headphones, computers and screens installed in every classroom.
- Policies and procedures are available from the school website/office.
- School has a parent text and email system to communicate with parents and carers.

## Teaching and Learning

- Visits are made to nurseries and parents of pupils starting school in reception to discuss specific needs of future pupils and liaison made with schools of children starting in other year groups.
- Teaching assistants provide additional support in classrooms at various times during the day. Resources are purchased where necessary.
- Early identification of SEND is of paramount importance and the class teachers and SENDCO liaise with parents/carers and appropriate outside agencies to alert them to any concerns and enlist their active help and participation. Teachers consult the SENDCO when evidence gathered through the usual assessment and monitoring arrangements gives concern about a pupil's progress. The triggers for concern are described in the SEND Code of Practice.
- Examples of outside agencies currently involved in the school are: Occupational therapist, physiotherapist, speech and language therapists and specialist support teachers.
- Teachers and teaching assistants plan appropriate intervention and support and continue liaison with parents/carers as the needs of children with SEND change.
- Staff training is completed when necessary and delivered predominantly in house, either by the SENDCO or school nurse team (for medical support). Other agencies do provide some training to staff on an individual basis according to the needs of the children they support.
- The needs of children with SEND are taken into account when delivering non-statutory tests. During statutory tests, provision is made according to the needs of the child within the guidelines provided by the DFE. Access arrangements, for example additional time, readers and scribes can be applied for, for individual children. In some cases, children may be disapplied

from these assessments, if necessary.

- The SEND provision map records the type of intervention pupils receive and who delivers it. Pupil progress is monitored regularly and summative assessments made termly.

## **Reviewing and Evaluating Outcomes**

- Following Lancashire guidelines, Pupils with EHCP's have at least one review every 12 months. This is chaired by the SENDCO and involves the class teacher, teaching assistants, child, parents/carers of the child and any other relevant outside agencies.
- TLPs and provision maps are written for children on the SEND record and targets are shared with parents/carers who are also invited in to discuss them with the class teacher should they wish. These targets are reviewed regularly and updated as and when required but at least termly.
- Treales operates an open door policy with regard to any concerns a parent may have.
- Pupils' progress is monitored throughout the school and pupils with SEND are carefully tracked.
- Teaching assistants are allocated to classes or individuals on a needs basis.
- Termly pupil progress meetings are held to review the progress of all children and identify those who may need additional support.

## **Keeping Children Safe**

- The head-teacher is responsible for all risk assessments. These are written in liaison with the school bursar, and teaching staff as appropriate. They are reviewed regularly.
- Opportunities for management support visits from the Lancashire Health and Safety Team are taken when offered and school is audited regularly.
- Risk assessments are carried out for all out of school activities and where identified as necessary, higher staffing levels may be put in place.
- All parents of children asked to complete a safe pick up list.
- If required, a handover is carried out by a teaching assistant at the start and end of the school day.
- Some children attend school earlier for social or academic reasons.
- Children with SEND and the provision they require is identified on risk assessments carried out prior to school trips etc.
- Parents can access the anti-bullying and safety policy by contacting the school office or via the website.

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

- Medication is stored safely in the school locked medicine cabinet or in a carry bag kept in the staff room. Medicine is administered only if a parent/carer has given signed authorisation.

- The Medical Needs policy is available on the school website.
- Inhalers are stored in the staff room and are clearly named. Children have access to these as and when required and they are taken on any school trips.
- Records are kept after medicine has been administered.
- School liaises with the school nurse team and family when creating a care plan. The school nurse writes the care plans which are then reviewed as and when appropriate. The care plans are passed on to the relevant class teacher who liaises with any support staff.
- All staff are made aware of complex medical needs.
- Most support and teaching staff are First Aid/Pediatric First Aid trained so that there is always someone in school who can initially deal with any incidents/emergencies. Training is updated regularly.
- The School Nurse team provide regular Epipen, asthma, diabetic or specific medicine training when the profile of the children in school requires this additional training and support.
- School can request the support of a range of other services such as speech and language therapy, occupational therapy, physiotherapy, mental health service and counselling as required. Referrals can be made via Children and Family Wellbeing Service.
- Procedures are in place for when specific people may be required to deal with an emergency.
- A quiet room with blinds on doors and windows is available for staff, external agencies and pupils to use as necessary for privacy

## Communication with Parents

- The website contains details of staff currently employed in the school
- The school operates an Open Door policy and brief discussions with staff can usually take place without an appointment. However, appointments can be made where more in depth discussion is necessary.
- Termly parents' evenings are offered where parents can discuss their child's academic progress and social and emotional wellbeing.
- The first contact for parents will always be the child's class teacher. Teachers are available at the start and end of each school day to speak with parents/carers if necessary.
- Targeted Learning Plans are sent home with the opportunity to discuss them available at any point during the year.
- Children with EHCPs and their families can also discuss progress in even more detail at the EHCP review. Parents will be asked to complete a questionnaire or give their views verbally for the child's annual review.
- Parents/carers have the opportunity to offer feedback to the school in a variety of ways: parent questionnaires, emails, comment on their child's report or verbally.

## Working Together

- We have a school leadership team made up of pupils from year 1 to year 6 where pupils can contribute their views. All pupils are encouraged to express their thoughts and feelings in class.
- Parents can have their say about their child's education at Parents' Evenings, EHCP reviews and TLP reviews if they so wish –see above 'communication with parents'. For annual reviews the child and parents can express their views both in written form and verbally.
- Elections to the governing body are held in the event a parent vacancy arises. There are two parent representatives on the school's governing body.
- Parents can also get involved through the Friends of Treales, coming into school to hear readers and help in classes.
- Parents also come into school to share their life experiences with the children.
- The school has a nominated SEN governor who meets regularly with the SENDCO and reports back at governor's meetings.
- The headteacher writes a termly report to the governing body. The resources committee are responsible for agreeing the annual expenditure for meeting the needs of pupils with SEND.

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

- The class teachers, head-teacher and administrative staff will help and support parents/carers with filling in any forms if required.
- There is a community/church noticeboard which contains additional information of up- coming events or general information e.g. parenting courses, school holiday clubs/events etc.
- School endeavours to signpost parents to appropriate additional services if required.  
A range of information is available on the school website and information posters are displayed in the school noticeboard or sent via School Spider.
- Parents are welcome to contact school regarding any aspect of their child's needs and the school will identify an appropriate member of staff to offer support.

## Transition to Secondary School

- School liaises closely with local high-schools to ensure smooth transition for all pupils.
- Y6 teachers meet with the secondary school staff to pass on information and transition documents will provide additional information.
- Additional extra visits are arranged if necessary.

- The SENDCO and other staff can attend these visits with the pupil//family if requested.
- Transition meetings are arranged by the SENDCO for pupils with EHCP plans.
- The SENDCO also sends all records of children on the SEND register to high schools via CPOMS and files are sent and signed for by the new school.

## Extra-Curricular Activities

- School has an after-school and breakfast club which are available to all pupils for a small fee. It is available to all pupils and reasonable adjustments will, be made as necessary to meet the needs of individual children.
- A range of extra-curricular activities are run throughout the year. These have included various sports clubs, construction club and art club. They are available to all children in the designated age range and again, reasonable adjustments will, be made as necessary to meet the needs of individual children
- Where possible, provision is made for all children to attend any extra-curricular activity they wish as and when required.
- Children in all year groups take part in extra-curricular activities both in and out of school such as workshops, sports coaching and day trips out.
- KS2 pupils are offered the opportunity to attend a residential visit. All pupils are encouraged to take part and financial support maybe available in certain circumstances.
- All children participate in PSHE lessons where they are encouraged to develop their social skills and reflect on relationships.
- Reception children are paired with a year 6 pupil to help them settle into school routines.
- Any new children starting in other year groups are buddied with children in their class to help them settle in.

## Feedback

Feedback on our school offer can be sent to SENCO/Head verbally or via email.

SENCO: head@treales.lancs.sch.uk

The SEND LCC website also welcomes feedback via a comment or completing the short questionnaire about the LCC Local Offer.

Please follow this link:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/feedback/>