



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Longridge CE Primary

School Number: 06067

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER
Eg LO-LEAFYVILLAGESCHOOL-011001

| | | | | |
|---|---|------------|-------------------------------------|---|
| School/Academy Name and Address | Longridge CE Primary School | | Telephone Number | 01772 782378 |
| | | | Website Address | www.longridge-ce.lancsngfl.ac.uk/ |
| Does the school specialise in meeting the needs of children with a particular type of SEN? | No | Yes | If yes, please give details: | |
| | √ | | | |
| What age range of pupils does the school cater for? | 4-11 years Reception to Year 6 | | | |
| Name and contact details of your school's SENCO | Mr Timothy Nixon t.nixon@longridge-cofe.lancs.sch.uk 01772 782378 | | | |

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 | Timothy Nixon SLT / SENCO | | |
| Contact telephone number | 01772 782378 | Email | t.nixon@longridge-cofe.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 | | | |
| Name | | Date | |

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 is accessible by wheelchair. The main entrance has a ramp, and a lift allows access to the higher ground-floor level. Both side entrances are accessible from road level. The playground can be accessed directly from the lower level, so avoiding the use of steps. However, there is a handrail on the playground steps for non-wheelchair users. There is a separate toilet facility available in the main entrance which offers more space than the standard cubicles and this is fitted to make it suitable for disabled use.**
- **School communicates with parents through a weekly newsletter and parents can opt to receive this by email so that it can be opened in a size/format to suit the reader. Paper copies are also available from the school office. School also operates "Teachers to Parents," a text information service to parents which allows us to communicate up to the minute information. In the classroom, individual members of staff can communicate with parents through a child's Home reading Record. Two parent-teacher meetings in the autumn and spring terms, as well as a written report at the end of the summer term, mean that parents are well informed of their child's progress. If any further meetings are required, parents can book these through the school office. Teachers come into the playground to collect their class each morning so are always available for parents to talk to briefly and the younger classes are accompanied out by an adult at 3.30pm as school closes. The school website provides statutory information (including policies) and items of interest to families.**

- All classrooms have clearly labelled resources to allow for independence in learning. Foundation Stage and Key Stage 1 classes also use pictures to help children recognise their own coat pegs and different areas of learning. Visual timetables and other visual prompts are put in place on a one to one basis to meet individual needs.
- The majority of staff at the school have had experience in the use of specific equipment for SEND children, including magnifiers for the visually impaired, radio microphones for the hearing impaired and adjustable writing boards for children with a range of physical difficulties.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEND?
- 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 SEND and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEND?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEND 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 with Additional or Special Educational Needs are identified in a number of ways. In Foundation Stage this is often through observations in the classroom or the key areas of the Foundation Stage Profile. Children in Reception Class are screened for speech, language and communication difficulties in the autumn term by our private providers, Bridge Speech Therapy. Year 1 Phonics Screening highlights children who need support with language development. Termly assessments in English and mathematics, using Lancashire KLIPS, allow teachers to track progress and identify children with learning difficulties. Termly meetings between the assessment leader and the SLT allow progress and intervention to be monitored.**
- **Teaching assistants are employed in every class and are usually used to support English and mathematics to ensure progress in these core areas. Children who are identified as requiring Precision Teaching, receive one to one support in maths and English and daily reading. Sometimes teaching assistants are used in other areas of the curriculum, such as PE, depending on the needs of individuals within the class. Parent helpers are welcome in school and can often be found**

hearing children read or helping with spellings. All helpers in school are DBS cleared.

- Staff use classroom organisation and routines to maximise independent learning and allow all to access the curriculum. Some children have care plans for medical, physical or social and emotional needs which have been formulated with external, professional support to allow access to the curriculum and facilitate independent learning.
- SEN and disability awareness training is planned by the SLT as part of school improvement. It is responsive to the needs of children already at, or joining the school. In the past this has included training such as PIVATS training, Precision Teaching and 'Talk Boost.' NHS colleagues have also provided training to help us care for children with medical conditions such as asthma, diabetes, anaphylaxis and epilepsy.
- Staff at school have experience of working with pupils who have Moderate and Specific Learning Difficulties, ASD, ADHD, Emotional and Social Difficulties and a range of medical and physical conditions. During tests and SATs, children who are easily distracted or who may distract others can be supervised in a separate area from the main cohort. A good number of adults are available during SATs to reassure children who become stressed in formal test situations. In previous years school has applied for extra time for those children who meet specific criteria. Large print versions of test papers have been used for visually impaired pupils and an amanuensis used in the case of physical difficulty. School was able to apply for a timetable variation for a pupil with an acute medical condition, enabling a test to be taken when feeling well.
- SEND provision in school is met through quality, differentiated teaching in the classroom firstly. Children who are highlighted as needing extra support during the normal working week can benefit from extra support in English and mathematics. This targeted support is aimed at helping children catch up to their peers by accelerating progress. School now has a fluid approach to this group support, providing timely intervention as and when it is needed, with no limits to who can benefit from support. At the same time no child is tied into a fixed weekly group where this is not necessary. Children accessing Wave 3 support have a weekly IEP target, set by the class teacher, and have daily, short, 1:1 sessions of Precision Teaching with a TA to help them achieve this target. They may also receive further in class TA support. Children who have additional educational needs (AEN) or special educational needs or disabilities (SEND) which are not cognitive also benefit from a range of support. Some of these children have individual care plans, written and reviewed with an Educational Psychologist, the class teacher, parents and SENCo. School also has a number of children with medical needs who have care plans. These are led by colleagues from health, again with child, parent and school input as appropriate.

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

- **EHC plans are reviewed annually. Pupils who are deemed old enough can contribute to the review by attending part of the meeting or by completing their own evaluation statement. In the case of children soon to be transferring to KS3 the relevant High School is invited to the review meeting. IEP reviews are done weekly, if appropriate, by the class teacher and TA.**
- **The SLT (including the Headteacher, SENCo and Assessment Co-ordinator meet termly to review tracking data. This is then used to inform changes to appropriate provision.**

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

- **Risk assessments for the school buildings and grounds are carried out by the Head Teacher and other members of staff as appropriate. The Resources Committee approve actions required to remove/control risks and check that such actions have removed/reduced risks.**
- **All school trips are risk assessed by the lead teacher and submitted on Evolve. Risk assessments for Type B school visits (involving water, animals etc) are taken to the full Governing Body Meeting for approval.**
- **Children line up in the playground on hearing the morning bell at 8.50am. A member of staff comes onto the playground to lead them into the school. In the evening younger children are escorted onto the playground by a member of staff so they have someone to wait with until they are collected. KS2 classes have designated doors to leave school by so that large crowds are avoided. Any children who are not collected at the end of the day are taken to the main office so that a family member can be contacted.**

- School is located on a busy main road so parking is difficult. There are some parking spaces outside but these are for 1 hour only. A lollipop lady is outside to help families cross the road in the morning and at school finishing time.
- At least two members of staff are on duty on the playground at breaktimes (morning and afternoon) to enable one person to remain supervising pupils if the other is dealing with an incident. At lunchtimes welfare staff are in charge of the children. However, school recognises that some children find longer, unstructured periods of time on the playground difficult to cope with. Therefore, provision is made for some children to stay in, supervised, for all or part of this hour. In the event of bad weather a member of welfare staff supervises in each classroom.
- The Anti-Bullying Policy is available on the school website as are other relevant policies such as the Behaviour Policy and Safeguarding Policy.

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:

- Medicines to be administered in school are kept in the school office. These have to be medicines prescribed by a doctor and the school must be in receipt of written permission from the child's parent or guardian to administer these.
- If a child requires pain relief but is well enough to come into school, we would prefer it to be prescribed, or for parents to come into school to administer themselves. However, if this is really not possible then parents may request for one dose of paracetamol suspension to be administered during the school day with the usual requirement for the necessary form to be completed. No other form of non-prescription pain relief will be given.
- Asthma inhalers are kept in classes for accessibility. Children with care plans for diabetes, epilepsy, anaphylaxis etc have their medicines stored locally in case of an emergency. These locations are reviewed each time the child moves to a new class base.
- Care plans for health needs are usually drawn up with the help of NHS colleagues with input from parents/carers. These are held by the school office, SENCo and class teacher.
- In a medical emergency, staff are trained in first aid but would ring 999 to get help on the way. The school has access to a defibrillator.

- Training is often delivered on INSET days or at staff meetings. Key staff may also attend essential training during the normal working week. Training includes First Aid training and Paediatric First Aid as appropriate.
- Physiotherapists, speech and language therapists, CAMHS workers and other professionals have visited school to observe and work with specific children.

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

- In the school entrance there are named photographs of all staff in school. Staff wear identity badges to enable parents/carers to approach the most appropriate member of staff. Key staff attend the annual ‘New Parents’ Meeting’ so that they can be introduced to parents before their child enters Reception.
- Parents can speak to teachers briefly on the playground each morning. If a longer time is required they can make an appointment at the school office.
- There are two parent/teacher meetings each year, in the autumn and spring terms. A written report is provided at the end of the summer term.
- There is an annual Open Day each summer term where parents can come into school and look at their children’s work. There is also an Open morning for new parents to come and view the school before deciding on the best placement for their child. Parents have opportunity to meet key staff, go on a guided tour of the school, and also ask any relevant questions they may have. This usually takes place in the Autumn term.
- Parent questionnaires are used to gather feedback on key areas of school life such as whether children are happy and feel safe at school. Parents can also comment on their child’s achievement/progress when returning their report slip.

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 from Year 1 to Year 6 are involved in School Council. Two representatives are chosen from each class. Year 6 children are also involved in evaluating Worship in school. If at an appropriate age, children are included in review meetings (eg. Looked After Child Reviews, IEP reviews, EHC plan reviews)**
- **Parents are informed when a term of office for a parent-governor is about to come to an end and are invited to register their interest. Parents can get involved in school life in other ways – by becoming a parent helper or by joining the school PTFA. Some of our parents help to run after school clubs and accompany teams to competitions.**
- **The Governing Body are kept well informed about school's work with other agencies to meet the needs of pupils with SEN. Termly reports to the curriculum committee highlight work with Educational Psychology, CAMHS, Children's Social Care and so on. These updates provide essential information to Governors who will make future decisions involving use of funding, employment of staff to meet the needs of SEND children.**

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

- **Staff are happy to help families complete forms and paperwork. Office staff have helped parents of Year 6 children apply for High School places online if they don't have access to the internet or require support with the process.**
- **The CAF process is used to signpost families to other agencies who may be able to support them. Calico, High Five, Willow Park Children's**

Centre, The children's Society and the School Nurse have all provided advice and guidance to children and families.

- The school's Headteacher has a responsibility to monitor attendance and punctuality along with the school office staff. Office staff communicate with the home to obtain reasons for absence or lateness and parents are supported in organising a morning routine to ensure good punctuality.

Transition to Secondary School

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

What the school provides

- School welcomes visits by all the local High Schools to talk to Year 6 children to help prepare them for moving to KS3. There are educational/social visits to Longridge High School, and taster lessons, during Years 5 and 6 as this is where most of our children go. Some LHS staff also provide taster lessons here, at our site. Year 6 staff ensure that Teacher Assessments, SATs scores and any other required information is communicated to High School. The Designated Senior Leader ensures that all Safeguarding documentation is passed directly to an appropriate person at the new school and the Record of Transfer of a Child Protection File is completed. Each High School provides a transition day or half day in the summer term which Year 6 pupils attend.
- For children entering Reception, there is a parent meeting during the summer term. There is also a half day taster day where the new intake can visit Reception. Reception staff will visit every child in their home during the summer term too. There is also a short period of part-time attendance at the beginning of Reception which parents can opt for, if they believe this will benefit their child.

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

- The school offers a Breakfast Club from 7.30-8.50am and an After School Club from 3.30-5.45pm.
- A range of clubs are available. Some of these are run by school staff whilst others are run by outside providers. Those run by private

providers are charged for. Prices will vary. Clubs available change each term and include sports such as football and netball; dance and fitness, such as Zumba and street-dance and others like ICT, school choir and Cookery Club. These are advertised with flyers or on the school newsletter.

- When choosing our programme of clubs we aim to ensure we offer a mixture of activities; some physical and others less so, some appropriate for younger children and others aimed at Key Stage 2. Sometimes children are able to try an activity before they choose to attend a club as some providers come onto school to give demonstrations or taster sessions.
- The school's PHSE curriculum supports children in making friends by directly teaching them about what it means to be a friend. The school has 'Playground Buddies' (designated by yellow jackets) who are easily visible if children need help to find a friend or want someone to play with. The school upholds and teaches British values and, as a Church school, Christian values which are a recurrent theme in both Worship and Religious Education. Some children are supported in being friends and collaborative play through closely supervised lunchtime and breaktime groups.