

SEN and Disability

Local Offer

School Number: 01054

Julie Maxfield
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Julie Maxfield - SENCo

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| School Name and Address | Lancaster Road Primary School, Lancaster Road, Morecambe Lancs LA4 5TH Telephone: 01524 410914 Website: www.lancsroad.co.uk |
| Headteacher | Mrs Kirsty Sutton Tel: 01524 410914 Email: office@lancsroad.lancs.sch.uk |
| SENDCo (Special Educational Needs and Disabilities Co-ordinator) | Mrs Julie Maxfield Tel: 01524 410914 Email: j.maxfield@lancsroad.lancs.sch.uk |
| SEND Governor | Mrs Carol Lucas The SEND Governor acts on behalf of the Governing Body to monitor the progress of SEND pupils, support the SEND Co-ordinator and monitor the SEND budget. |
| Pastoral Support Team | Assistant SENDCo -Mrs Stephanie Riches Learning Mentor - Mrs Andrea Lawton Pupil Support Worker - Miss Sarah Forbes Family Engagement and Support Worker - Mrs Amanda Coates Additional Team Members -Mrs Stefanie Rigby |

Lancaster Road Primary School is a mainstream school which caters for children aged 4 - 11 years. It does not specialise in meeting the needs of children with a particular type of SEND.

The Head teacher is responsible for maintaining the information and details of the Local Offer to the local authority.

This link will take you to the local offer for SEND published by Lancashire County Council:-

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

All schools have a duty to provide information on their local offer. This gives parents information about our school and how we aim to support children and families with additional needs. The information below relates to our local offer and applies to all children who attend Lancaster Road Primary School including those with Special Educational Needs and Disabilities (SEND).

Definition of SEND

Children have special needs if they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision which is different from or additional to that normally available to pupils of the same age. (SEND Code of Practice January 2015 6.15)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice January 2015 page 285).

Accessibility and Inclusion

Lancaster Road School was built in 1932 and is not fully wheelchair accessible. We have sloping corridors and majority of classrooms and toilet areas are accessed via steps. Some of our classrooms have access to Soundfield speaker systems including three mobile units which can be fitted into classrooms where they are needed. School has access to a disabled changing facility including toilet area onsite. Furniture in all rooms is suitable for the age group being taught in that space.

There are 3 disabled parking spaces in the school car park for those holding a disabled badge.

School information is shared to all parents via regular newsletters and on the school website. School use an email or text messaging system to communicate to parents.

For some children visual timetables are used to support their learning and all classrooms make excellent use of displays as a regular part of their teaching.

For those with English as a second language every effort will be made to get a translation of school documents on request. School have a member of staff qualified in British Sign Language to Level 6 along with a member of staff who is able to translate into Polish when required.

The school has a range of IT programmes for all children to access including those with SEND and up to date technology is used to support and enhance learning in the classrooms.

Teaching and Learning

We, at Lancaster Road School, feel it is very important to identify areas of strength as well as additional need as early as possible. Advice and support is requested from outside agencies, including Special Educational Needs and Disabilities Support Services, when it is appropriate to improve provision and strategies for those with additional needs. School have very good links with a local specialist school and regularly work with staff from there to support our children and staff.

Parents are informed at the earliest opportunity to alert them and enlist their active help and participation to enable us all to work together to the benefit of the children.

Class teachers and a SENDCo are able to carry out assessments and monitor progress on a regular basis in line with schools assessment policy for all children and follow the assess, plan, do and review cycle as stated in the SEND Code of Practice 2014.

When necessary a Learning Support Plan, (LSP), is put in place and children are given specific targets to focus their learning and the intervention needed to ensure progress is made. An Individual

Behaviour Plan, (IBP), may be used for children who are encountering social, emotional and mental issues. A programme of support is planned with the SENDCo and teachers. Parents are kept informed at each stage. Some children may access intervention groups to support their learning. These may differ in length from half term to full term depending on the intervention.

Teacher assessment along with other assessment tools such as PIVATS, Performance Indicators for Value Added Target Setting, provides accurate information on how children are progressing. Areas of difficulty can be broken down into smaller steps to ensure progress is being made and monitored.

The SENDCo and assistant SENDCo have both completed the National SENCo Award. The SENDCo has also two Advanced Certificates for supporting children in school with Special Educational Needs and completed a course on assessing children and providing support programmes for those who may have Dyslexia.

In the case of children with Hearing or Visual Impairments Specialist Teachers are provided by SEND Traded Team, (Local Authority employed Specialist teachers), to support and offer advice within school. If medical support is needed for any children advice, training and support are provided by the NHS, such as Diabetic Nurse, School Nurse, Occupational Therapist, Physiotherapist or Speech and Language Therapist.

The majority of staff are First Aid trained with staff in the Reception classes being trained in Paediatric First Aid. Members of staff have also been trained to use Epipens and support diabetic children.

Teaching Assistants are used within the school to work with children in one to one and in group situations to support their learning opportunities under the guidance of the class teachers. Teaching assistants are allocated according to the needs of the children in each class or year group. The majority of our Teaching Assistants are qualified up to NVQ Level 2 with a substantial number of them also being trained up to NVQ Level 3. Teaching Assistants access regular training sessions both in school and those provided by the Local Authority. When Teaching Assistants are working with specific children we focus on developing independent skills to support life-long learning. Teaching staff have had training on supporting children diagnosed on the Autistic Spectrum, dealing with children with more challenging behaviours, supporting children with speech and language difficulties and effective use of Teaching Assistants within the classroom.

When formal assessments are taking place including SATs, access arrangements are considered on an individual basis and extra time can be applied for if this is appropriate.

School have a wide variety of intervention they are able to use to support children with additional needs in small groups or individually. Progress of all children is mapped on the schools assessment tracker.

Reviewing and Evaluating Progress

Parents are invited to take part and contribute to Annual Reviews for those children who currently have a Statement of Educational Need or an Education, Health and Care Plan. All parents are involved in completing All About Me profiles. Parents receive copies of all paperwork relevant to their child from school and from other agencies involved with supporting their child in school. Pupils are also asked to share their views in writing and by attending the review to hear what others have to say about them. The reviews are a positive experience to focus on what has been achieved since the last review and identify the next steps to be taken.

Learning support plans are in place for children accessing interventions or with identified additional needs. These are reviewed termly or sooner if appropriate. Parents are informed of targets school are working on and the outcome once the plans have been reviewed. Individual Behaviour plans are also used to support those who need emotional and social support.

School operates an open door policy with regards for concerns parents have and appointments may be made to enable parents to speak to staff involved with their child.

Pupils' progress is monitored throughout the school using an assessment tracker and pupils with additional needs are also monitored by the SEND team.

Keeping Children Safe

The Assistant Head/SENDCo is the Designated Safeguarding Leaders for the school and this certificate is renewed every two years. All school staff undergo Child Protection training using the resources provided by Lancashire on a three year basis, with brief updates yearly in September. New staff complete this training as part of their induction to school. We are committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy which can be viewed in the Policies section of our website. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Risk assessments are carried out by all staff and are reviewed by the Deputy Headteacher, (Educational Visits Coordinator), when they are necessary. All teaching staff have completed training on writing risk assessments and teaching assistants have had in house training on the purpose of risk assessments along with keeping children safe.

Any incidents within the school day are reported to parents at the end of the day - either by conversation or by telephone call. This may done by the class teacher, teaching assistant or member of the Senior Leadership team depending on the individual incident. Risk Assessments are completed before any trips take place outside school. These are checked by the EVC and if necessary submitted to Lancashire for verification before the trips take place. Ratios of adults to children are complied with following Lancashire guidelines. Parents complete a permission slip at the start of each year to give permission for local trips when children are walking. All other trips require a permission slip to be signed by the parents or guardians to ensure children are able to participate. Some children will have extra support for trips and this will be identified in the risk assessment.

During lunchtimes children are supervised by Mid-day welfare staff. If any child needs extra support arrangements are made for this by the Pastoral Team.

The school has an anti-bullying policy and this can be viewed on the website. All incidents are dealt with in accordance with this policy.

Health including Emotional Health and Wellbeing

Children with medical issues have a care plan written up with parents. Care plans are shared at staff meetings and a copy is kept in the class register for each child.

School have a policy for dealing with medicines and will give prescribed medicine during the school day as long as parents have completed the relevant form and the medicine is in the packaging provided by the pharmacist. Only instructions given by a GP will be followed. All medicines given out are recorded in a medicine book. The forms for this are available on the website and at the school office.

A large number of the staff in school are First Aid trained. As such they are aware of how to deal with minor accidents in school and are also aware of the procedures they need to take in the event of an emergency. In addition school have worked with the diabetic nurse and school nurse to provide training for staff in relation to diabetes and using Epipens when appropriate. This ensures relevant staff are conversant with the appropriate action or medical procedure required.

The school nurse is able to support the school with referrals to other medical teams if this is appropriate and to give advice to families with some medical issues such as diet, enuresis, diabetes, allergies etc.

The school has an identified Pastoral Support team including a Learning Mentor, a Pupil Support worker and a Family Engagement Worker. They are able to work with children and their families if they are encountering barriers to learning. This provision can be accessed by making an appointment with a member of the Pastoral Support team through the school office.

Communicating with Parents

The school website and school prospectus contains up to date information regarding the staff working within school. In the first instance, parents are always advised to contact the class teacher with any concerns. Other members of staff are available to support with issues when appropriate.

The school operate an 'Open Door' policy, though at times an appointment may need to be made if a particular member of staff is not available.

School have two formal parents evenings each year to provide opportunities for parents to discuss the progress of their child.

A parent questionnaire is also provided for parents to record their views and suggestions. Newsletters and other communications are emailed out regularly to keep parents up to date with school events.

Working Together

There is a School Council made up of children from Year 3 to Year 6 who meet to share their views and ideas. School are also active locally with Pupil Parliament and Children's University.

Children are asked to contribute to Annual Reviews, Learning Support Plans, (LSP's), and Individual Behaviour Plans, (IBP's), when these are reviewed. All children are aware of their targets for learning in classrooms.

Parents can have their say about their child's progress at Parent's Evenings, Annual Reviews and on Educational Support plans if they wish to do so as well as at any other time by speaking to the staff involved in their child's education.

Elections to the Governing Body are held when a vacancy arises.

Governors receive termly reports on SEND issues within school and the SENDCo meets with the SEND Governor termly, though no personal information is shared.

What help and support is available for the family

Our Pastoral Support team including our Family Engagement and Support worker are available to help families when they are facing issues which could potentially impact on their child's education. The Pastoral Support team are available by appointment to enable parents and carers to discuss individual issues or concerns relating to their children. At times school staff may signpost parents to other agencies or groups when this is appropriate.

Notices of local groups are displayed around the school in Learning Mentor room, SENDCo room and in the entrance area of the school office. Further information can be provided for these if appropriate.

Transition to Secondary School

School works closely with all the local High Schools to support a smooth transition from Year 6 to Year 7. Meetings are held between staff and also with pupils. Extra visits are arranged on a one to one basis for children who may find the transition difficult. Parents are involved in this process when this is appropriate.

Taster sessions are held at the High Schools and pupils are encouraged to take advantage of these with support from school if necessary.

Extra-Curricular Activities

School have close links with Shooting Stars who are able to provide childcare both before and after school. They have a walking bus service to Lancaster Road Primary School. Other childcare providers are available to drop off and collect children from school along with local Child Minders.

School are able to signpost to many other outside agencies if particular families require this.

The school operates many after school clubs and these are available for a designated age range suitable for the specific activity being offered. Some clubs are provided by outside agencies and these may incur a charge. Clubs run by school staff are usually free of charge. The range of after school clubs includes football for both boys and girls, cross country, drama, cricket, indoor and outdoor athletics, rounders, JAM club and choir. All clubs are inclusive and extra support can be provided if necessary to ensure they are accessible.

Some after school clubs are run by external providers and these may involve a charge. School has a charging and remissions policy, a copy of which is available on request.

Within the school day music lessons are available from Peripatetic Music teachers including keyboard, wind, string and brass instruments. These can be arranged by contacting the school office.

There are many terms that are abbreviated that can lead to confusion. Here is a glossary of the most used terms.

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| ASD/ASC | Autistic Spectrum Disorder or more recently Autistic Spectrum Condition |
| CAMHS | Child and Adolescent Mental Health Service |
| DBS | Disclosure Barring Service |
| EHCP | Education, Health and Care Plan (to replace statement) |
| EP | Educational Psychologist |
| IL | Intervention log for those accessing group support |
| LM | Learning Mentor- supports children with social/emotional/behavioural needs |
| LSP | Learning Support Plan - formally IEP - Individual Education Plan |

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| MLD | Moderate Learning Difficulties |
| QFT | Quality First Teaching - an excellent standard of teaching, enabling all pupils to make progress |
| SALT | Speech and Language Therapy/Therapist |
| Statement of SEN | Statement of Special Educational Need |
| SEND Code of Practice | The legal document, which sets out the requirements for educating children with special educational needs |
| SENDIASS | Special Educational Needs and Disabilities Information and Advice Support Service |
| SEND Support | Children on the SEND list who are accessing support for targeted areas of learning |
| SEND | Special Educational Needs and Disability |
| SENDCo | Special Educational Needs and Disability Co-ordinator- organises and monitors provision for children with special educational needs. |
| SMART targets | These are specific, measurable, achievable, realistic and time based targets for the children to work towards in a given period of time - usually over one term. |
| SLCN | Speech, Language and Communication Difficulties |
| SLD | Severe Learning Difficulties |
| ST | Specialist Teacher |
| TA | Teaching Assistant |