



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Ellel St John CE Primary School

School Number: 01041

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.SENReforms@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	Ellel St John's CE PS Chapel Road Galgate Lancaster		Telephone Number	01524 751320
			Website Address	https://ellelstjohns.school/
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			
Name and contact details of your	Mrs Helen Quinn			

school's SENCO	h.quinn@ellel-st-johns.lancs.sch.uk
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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	Jo FitzGerald - Headteacher		
Contact telephone number	01524 751320	Email	head@ellel-st-johns.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 all on one level with no internal stairs. The playground is higher than the school building but can be accessed via a specially built ramp, making the school fully accessible by wheelchair. There is a large disabled toilet and shower room as well as an additional disabled toilet. There is a disabled parking spot adjacent to the door and the front entrance has an automatic opening door.

The school endeavours to provide information in formats that are accessible when requested. Having educated a blind pupil throughout her primary education the school has access to a range of specialist resources and specialist expertise – eg a member of staff who can produce and read Braille as well as range of Braille signs.

The school has a variety of aids such as sloping writing stands, specialist IT resources and makes effective use of technology for pupils with additional needs eg the use of ipads for pupils who need regular access to translation sites.

The school has an induction process for new EAL children and their families to ensure a smooth transition into school life.

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 Ellel St John's we use a variety of methods to identify and assess children with SEN including the following:

- Through our rigorous pupil tracking systems identify children performing below age expected levels

- Concern raised by parent
- Concern raised by teacher eg when behaviour or self-esteem is affecting performance
- Information provided by external agencies including health diagnosis

A variety of methods and strategies are used to provide additional support in the classroom including some of the following:

- Facilitating access to learning through the appropriate differentiation of tasks and activities by the class teacher
- Small group support in and out of class by the teacher, Learning Mentor, TA or other appropriate adult
- Extensive use of visual support such as visual timetables, prompts, reward charts, checklists etc
- Individual targets
- Appropriate scaffolding eg writing frames, story maps, starting work prompts
- Additional specialist resources if appropriate

Use is made of appropriate specialist support teaching advice where necessary to plan, guide and set targets for pupils with SEN. This advice also signposts the school and the parents to other resources, training and network links. All staff in school can access specialist disability training as part of their on-going CPD and a particular focus on training is given to those staff, teaching and non-teaching, who work with the pupil.

There is a wide breadth of experience in dealing with children with ASC in school in addition to the experience of staff who have taught Hearing Impaired, Visually Impaired, and Physically Disabled pupils. All staff are experienced in dealing with pupils with emotional and behavioural difficulties.

The regular tracking of pupils to ensure appropriate challenge and provision ensures that pupils receive the necessary adjustments when undertaking tests and assessments. Arrangements are regularly made to provide readers and scribes for pupils with SEN and these arrangements carry through to SAT's in terms of applying for extra time, an amanuensis or a reader.

There is a detailed provision map which identifies support from in-class level through to a range of intervention strategies implemented by the Learning Mentor. Much of the in-class support and intervention work incorporate the advice and guidance provided by external professionals supporting pupils. This intervention map is reviewed frequently following assessment of pupil progress against national expectations and individual targets and is a joint process involving teachers, special support teaching assistants, the Learning Mentor and the senior leadership team. A variety of specialist intervention programmes are used when appropriate and delivered by a teacher, the Learning Mentor or a teaching assistant. This covers a wide range of areas such as phonics, dyslexia, social skills and maths.

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

All children who are on the SEN register have a regular, termly review of their progress involving parents and school staff. For those with a statement these review meetings will involve any other professionals who are working with children.

Clear targets for progress are set for all children and recorded in IEP's. The regular review meetings will check progress against these targets and provision and strategies are changed accordingly.

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 are made for children with SEN as and when they are needed and these will identify any particular amendments or alterations which need to be made. When necessary arrangements are made for a personal handover of young children with SEN, this can be for safety reasons or to enable a brief update on emotional and physical needs of the child. Parking for drop off and pick up is possible fifteen minutes before and fifteen minutes after school as the gates are closed for safety reasons during these times.

Provision is made for those pupils who need supervision during breaks and lunchtime. This is usually through extra welfare assistant support or TA support. Appropriate ratios are followed according to the risk assessments undertaken for school trips and all pupils access all trips, including residential visits.

Most school policies can be accessed via the school website and any others can be requested from the school office.

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

The school follows the national guidelines **Managing Medicines in Schools and Early Years Settings** for the storage and administration of medicines. Where necessary a Care Plan is drawn up in consultation with the family and the school nurse and is displayed in the staff room and school kitchen where appropriate. Staff training on the administration of various medicines and procedures is regularly provided for all staff involved in the care of children with medical needs.

In the case of a medical emergency where a Care Plan is in place, the school will follow the instructions written therein. All other medical emergencies will be dealt with following the usual guidelines.

The school has a high ratio of staff with first aid training and a hierarchy of specialised experience.

The school nurse is a regular visitor to school as well as specialist such as Speech and Language Therapists, Occupational Health Therapists and specialist teachers of the visually and hearing impaired.

Mental Health and Well – being

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental CPSHE curriculum and through our Stilling Time program.

The specific content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the CPSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

1:1 SEMH sessions are provided for pupils who need them and social groups are also running in every class to offer further support for pupils.

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

All parents receive a prospectus identifying the staff in school and their responsibilities. The regularly updated version of this is also on the school website. Daily communication with parents of children with SEN is encouraged either through a written home school diary or

brief face to face meetings at the start or end of the school day when there are particular issues to discuss.

Every child with an Individual Education Plan has a minimum of a termly meeting to review progress and targets. This is in addition to the regular parents evening meetings which take place during the year.

The school holds an Open Session every half term when parents are invited in to school to see the children at work in their classrooms.

The school has recently changed to a blogging website which allows for easy feedback for parents and we also take part in the Lancashire Parental Attitude Questionnaire every two years.

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

There are many opportunities for pupils to have a voice in the school and the decisions that we make.

The School Council has two representatives for each class, voted by their classmates. They meet regularly to discuss issues of concern to them and to request and respond to the things in school which directly affect them. We also have an Eco Council, again made up of two representatives from each class, voted by their classmates. They direct and undertake a whole range of projects and activities to do with this aspect of school and community life. Pupils in Year 5 and 6 also volunteer to be Fairtrade Ambassadors, taking on the role of promoting and encouraging the use of fair trade goods both in school and in the wider community.

Following all lesson observations undertaken by senior leadership of teaching there is an interview with pupils to gather their views about the teaching they experience.

Parents are invited to complete a feedback section on their child's annual report. The school regularly holds open sessions for parents to come in and observe and discuss their child's progress and needs with the class teacher and teachers are always available for meetings before and after school by appointment, The school is moving to using a website which also acts as a blogging site to enable parents and children to respond and comment as needed.

Parents are invited to become volunteers in school helping with a range of in-class and out of class activities. The school has an active Friends group who regularly ask for help and involvement from parents and the Governing Body has a majority of parents as members.

The SEN Governor actively represents and feeds back to the Governing Body in all matters to do with SEN in school. This support feeds through into ensuring the school liaises with and involves all external agencies as appropriate.

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

The school employs a very proactive and effective Learning Mentor who develops trusting and supportive relationships with families who feel vulnerable. This work may involve discussion with parents, filling in on-line admission forms, benefit application forms, sign posting and arranging attendance on parenting courses and many other types of support. The Learning Mentor also supports children in their transition to Year 7 with a programme of support, including practice travel journeys on the bus to various schools with apprehensive pupils. The SENCO also supports parents to access and engage with external agencies.

Transition to Secondary School

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

What the school provides

Alongside the days and visits organised by the secondary schools themselves the school has organised a thorough transition programme for those pupils identified as being anxious or vulnerable. Some years this programme is carried out with other feeder primary schools in the area and sometimes it is run from within school depending on the pupils and the schools they will be attending.

Where the Year 6 teacher feels that extra provision needs to be arranged, personalised transitions are actioned.

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 has a very successful and popular Breakfast Club and Kids Club provision. Breakfast Club starts at 7.45am – 8.55am and Kids Club runs from 3-5.45pm. Both offer a stimulating yet relaxed enjoyable experience for children and provide them with a healthy breakfast or snack. These Clubs are open to all parents and children.

A wide programme of fully inclusive activities runs every half term with Clubs taking place before school, at lunch time and after school. A balance of 'sporting' and 'artistic' clubs is provided with the majority being teacher run and therefore free to children. Some clubs are provided by external providers and there is a cost associated with them. All ages across school are given an opportunity to attend various clubs and when necessary extra staffing can be put in place to enable children with additional needs access the activities.

The school has a very friendly, family feel to it, built very strongly on our Christian foundation. Where children struggle to make friends and be included a variety of strategies such as buddies, social groups and team games are arranged.