



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

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:	
	X			
What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	Mrs Ruth Poole sendco@ellel-st-johns.lancs.sch.uk			

Name of Person/Job Title	Jo FitzGerald - Headteacher		
Contact telephone number	01524 751320	Email	head@ellel-st-johns.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	https://ellelstjohns.school/send/		
Name	Ruth Poole	Date	Autumn 2025

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. 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. We have a subscription to Widgit which is a site that uses images alongside words to help those who have difficulty reading and it assists those who have English as an additional language. The site enables all aspects of the curriculum and navigation of the school to be shown through images.

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 a 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 adaptation 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.

Every staff meeting begins with a SEND input led by the SENCO, this is dissemination of best practise, current Education Endowment Foundation guidance alongside training received by the SENCO from DBE Services (), NPQ training and Education Psychologist support meetings. Teaching Assistants receive CPD training from the SENCO each half term which is comprised of the training received by the teaching staff. If further training is required all staff in school are able to access specialist disability training as part of their on-going CPD this has recently included sessions on how to support children ADHD, Autism and Dyslexia.

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 class Teaching Assistant and 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 an EHC Plan these review meetings are annually and 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. If a personal risk assessment is deemed necessary these are made with the class teacher, teaching assistant, parents and a member of the senior leadership team. When necessary arrangements are made between the class teacher and parents/carers for a personal handover of 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 where some members of staff have paediatric first aid qualification.

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.

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 PSHE 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 PSHE 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 with their well-being.

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. There is a regularly updated version of this 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 term when parents are invited in to school to see the children at work in their classrooms.

Class teachers are available for brief chats at the end of each day and parents are regularly reminded that they can contact the office to arrange more in-depth meetings about their child if necessary.

The school invites parents to submit a questionnaire annually.

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 also volunteer to be Sports Ambassadors, taking on the role of promoting and encouraging children to be active in school and in the wider community. Children in Year 3 take part in the Bishop's Young Leaders scheme where they undertake various activities throughout the year to support members of the school, church and wider community. Children in Key Stage 2 are invited to take part in Rota-Kids again which encourages children to think about the wider school community as well as the global community. Each class has a charity that they support and each class run events to fundraise for their chosen charity.

Pupils are encouraged to share their learning and viewpoint with each subject lead annually and this enables the subject lead to gather pupils 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, communication of events children have participated in is posted on the school FaceBook page where parents can comment. 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. Transition to secondary school is covered in the PSHE curriculum and along with strategies for how to make the smoothest transition as possible. 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 children.

A wide programme of fully inclusive activities runs every half term with Clubs taking place 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.