



MARSDEN COMMUNITY PRIMARY
SCHOOL

www.marsdenschool.co.uk



Marsden Community Primary School Local Offer

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STATUS: Inclusion Manager

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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

School Environment

The school was built in the early 1900s.

Parking is accessible on the streets around school however on Percy Street it is resident only parking across from the school. The school currently has no car park or disabled parking spaces.

There are two disabled toilets within the school; one based in the reception class area and one in near proximity of the Key Stage 1 classrooms.

The school is on a steep gradient. There are wide slopes that lead to the main entrance of the school. The school is based on four levels with a number of steps in and around school. Handrails are fitted on both sides of the stairs and lowered handrails have been fitted within the Key Stage 1 to Key Stage 2.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes to support children with SEN in addition to netbooks, I-pads, computers and interactive whiteboards installed in every classroom.

Access to Information

Information about school including policies, governors, staff, class pages, contacts and newsletters are available on the school website.

Where relevant brochures/policies can readily be presented in large font.

We liaise with the pupil access team to access and present information in other languages. A large majority of our parents' first language is Punjabi and we have staff members who are able to translate information.

We also have the teacher to parents texting service.

Our Parental Support Advisor meets (and will meet) with parents who are without access to the internet to support them in filling online forms e.g. secondary school application forms.

Similarly the Headteacher, SENDCo and Family and Education Support Advisors meet with parents/ families with additional needs.

Regular Parent meetings to discuss homework, SATs, year group expectations and Parents Open Days are offered to support parents.

Access to Provisions

Resources for children are labelled with pictures and words where appropriate. Resources are displayed at child height.

Specialised Equipment

Some children use specialised equipment tailored to their needs. For example the use of sloped writing boards, pencil grips, coloured overlays or foot rests.

The main hall is fitted with a Soundfield System to support children using radio aids during assembly times.

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

Identification of SEND

The school follows the SEN Code of Practice with regards to the identification, assessment and review of children with special educational needs and/or disabilities. Teacher observation, note keeping and gathering of evidence from a variety of sources are all vital in fully assessing a child. Some or all of the following are also considered: information from transferring nursery/school, parental information and family history, school based assessments, standardised tests, diagnostic assessments, learning styles, progress meetings and the schools tracking system.

Additional Support/ Provision-

Each class has a full-time class based learning support assistant (LSA) who will provide support for children who require extra intervention. Extra LSA's per year group are provided for further interventions.

The school has an Inclusion Team which supports our children, parents and community. The team consists of: an Inclusion Manager, a Parental Support Advisor, an Education and Family Support Advisor and two Behaviour Mentors.

The school also employs an independent emotional health counsellor for 1.5 days per week and a Speech and Language Therapist for a day per week.

The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, CAMHS and clinical psychology.

The school's provision map indicates a range of interventions (wave 2 and 3), resources and support for children with special educational needs or in receipt of pupil premium funding from the foundation stage through to Year 6.

Training

Training is provided by IDSS for children with HI (hearing impairments) or VI (visual impairments).

Training is provided by the school's nurse team/ NHS for children with complex medical needs. This includes Diabetes training from specialist nurses.

A number of school staff have received first aid and EpiPen training. EYFS staff have attended Paediatric first aid training.

External training by the SEND Specialist Teacher team is provided where appropriate. Any school staff member who requests training in supporting a child's need is provided with such- this could be in house or external.

SATS

All children are assessed for their suitability to sit the SATS tests. The strict guidance laid out by DfE NCA-STA is adhered to. Any child who meets the criteria for additional time, a scribe, a reader or being disapplied is given the correct level of support.

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

For children with an EHC plan or statement, a review will take place annually or in light of any significant changes to the child's circumstances. The SENDCo invites all those involved with the stated child to the annual review meeting. The statement advice form is circulated to all concerned and the review advice form is completed during the review meeting. Children are also asked to make a contribution to the review which varies upon their age or type of SEN. For example, some children with communication difficulties like to show work that they are proud of.

All children with identified educational challenges have an IPP (individual pupil plan). The targets set are SMART and reviewed at least termly depending on the circumstance of the child. Weekly IPP records are maintained to track and monitor children's progress. Targets are shared with children and parents.

Children and families with identified needs (CON- Level 2 and 3) take part in the CAF and TAF process. TAF meetings are set at least half termly depending on the circumstances/ need.

Children's progress is monitored half termly throughout the school and children with SEND are also monitored on the provision map. This progress is then shared with school staff and reported to the Headteacher, Assessment Coordinator and Governors.

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 done in line with LEA and school policy i.e. school trips, behaviour/medical risk assessments. School does adopt the LEAs risk assessments for everyday risk. The risk assessments are done by the class teacher and the school's

Educational Visits Coordinator. In some cases risk assessments are done with support from the LEA or other outside agencies.

For those children who have been highlighted as in need of a handover at the end of the day, the relevant teacher or teaching assistant waits with the child until parents/carers have arrived. There is a brief chat about the day before the child leaves with their parent/carer.

We have the correct ratio of adults to children for the break and lunchtime periods; additional staff are employed if necessary for some SEN children which is normally along with a small group of children. There are also behaviour mentors on duty every day before school and at lunchtime.

Policies on behaviour and anti-bullying are on our website and they are reviewed annually. Paper copies can be provided for families without access to a computer.

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

Yellow medical boxes are stored in each classroom which contain prescribed inhalers, antihistamines, creams, epipens and medicines. Inhalers are clearly named with instructions on how many times the inhaler is needed. Other controlled prescribed medication is kept in a lockable container in the Headteacher's (HT) office. All medicine is recorded in a medicine book along with details of dosage and frequency. Parents/ carers sign a MED1 form to grant authorisation to the school to administer to their child.

Any care plans that are sent through to school via the child's doctor are created with the school's nurse team, parent, school Family Support Worker and any adult/s that will be involved with the child. The first aid trained staff in school are aware of these children and in the case of particular needs i.e. anaphylaxis- sufficient staff will have the required training to administer the EpiPen. First Aid training takes place every 3 years and Epi Pen training annually.

In case of medical emergency more than one first aider will be called along with the HT and a decision will be made as to whether or not an ambulance will be called. The school administrative staff will call parents/carers as soon as the first aiders have assessed the severity of the injury.

Medical and health care registers are kept by each class teacher, office staff, Breakfast Club, Sports Coach and a master copy with the Health and Safety Coordinator. Children with high risk medical needs (care plans) are also identified in confidential key areas of the school to ensure staff are conversant with the appropriate action or medical procedure. Each class and other relevant staff are provided with a fob which identifies all children with medical needs and emergency actions. which is worn when out on duty in the school yard. When staff are on duty they are easily recognisable by the wearing of high visibility jackets.

Bump to the head letters are sent home by the class teacher and parents are invited to ring school for further details. All injuries are recorded in the accident book by the attending member of staff.

Our medical policy is on our website and is reviewed annually. Paper copies can be provided for families without access to a computer.

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

The school website contains details of staff currently employed by the school.

As the majority of key staff have a full time teaching commitment, parents make an appointment to see the appropriate staff member. The HT, DHT and Inclusion Team have an open door policy where parents can discuss any issues.

Parents are kept updated about their child’s progress through termly meetings during the Autumn and Spring term and a formal report in the Summer term. For a small number of children the school supports more frequent liaison via a home/school diary. Parents are invited to special assemblies to show case the excellent performance of children throughout the school.

There is no planned yearly open day but prospective parents can make an appointment with the Headteacher to look around the school. Parents/ carers with children entering the reception class have induction meetings during the Summer term.

A Parental questionnaire is used to gather parents’ views and suggestions. Parents are also encouraged to give feedback via any Parent Governor, e-mails to the Headteacher or by using Parent View on the Ofsted website.

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

The school has pupil governors that meet and discuss issues the children decide themselves. They feedback to the Headteacher and once a year to full governors.

Parents are encouraged to share their views during parents' evenings, TAF meetings or during the annual review process.

Elections to the Governing Body are held in the event that a vacancy arises.

We have parent helpers in school and they are timetabled in to support with reading. All relevant checks are completed prior to parents working alongside staff in school.

Our Parent Support Advisor works closely with parents to organise events for children, parents and staff.

The governing body act through the Headteacher and SENDCo in the agencies that are involved in meeting the needs of pupils with SEN and supporting their families.

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 has external notice boards within the KS1 and 2 playground areas. The school's KS1 entrance also has information displayed from many outside agencies. The information ranges from how to apply for FSM, Surestart information, Parent Partnership flyers etc.



If a parent needs support in completing forms or asking questions the school's Parent Support Advisor or Education and Family Advisors willingly help.

Parents can access a range of information through school ranging from: drop-in information, benefits and welfare advice, FSM forms, parent partnership, Surestart, PTFA etc. Parents can come into school to ask these questions or ring the school office or Inclusion Team for help.

If a child required a travel plan to get their child to and from school, the school would liaise with the local authority SEND team for their advice.

Transition to Secondary School

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

What the school provides

Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local schools visit to help ease the transition from year 6 to year 7.

As mentioned earlier, our Parent Support Advisor will help parents complete on-line forms. Our Education and Family Advisors also support parents in looking round specialist secondary schools.

Pupils that may find this transition challenging receive additional support from our behaviour mentors. This may entail support with organisation or additional visits to the school.

SEND children's transition

Depending on the child's needs a separate transition plan is put into place to allow the move to be as smooth as possible. This ranges from the SENDCo at the secondary school being invited into Marsden to meet the child, attend the annual review meeting, information being shared and day visits to the secondary school.

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

Marsden Primary School provides before and after school provision. There is a daily breakfast club which is open from 8:10 at no charge to parents/ carers. There is also a range of after school and lunchtime clubs available to all pupils. Occasionally, there may be a small charge for clubs that are provided by external agencies. Please see the school's website for the clubs currently on offer.