



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Lowerhouse Junior

School Number: 12023

## 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](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>Lowerhouse Juniors</b>		<b>Telephone Number</b>	<b>01282 4276774</b>
	<b>Liverpool Rd Burnley Lancs BB12 6LN</b>		<b>Website Address</b>	<b>www.lowerhouse.ik.org</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>x</b>			
<b>What age range of pupils does the school cater for?</b>	<b>7-11</b>			
<b>Name and contact details of</b>	<b>Miss G Hodgson</b>			

<b>your school's SENCO</b>	<b>01282 426774</b>
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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.

<b>Name of Person/Job Title</b>	<b>Miss G Hodgson SENCo</b>		
<b>Contact telephone number</b>	<b>01282 426774</b>	<b>Email</b>	<b>g.hodgson@lowerhouse.lancs.sch.uk</b>

## 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.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<b><a href="http://lowerhousejunior.schooljotter2.com/about-us/special-educational-needs-send">http://lowerhousejunior.schooljotter2.com/about-us/special-educational-needs-send</a></b>		
<b>Name</b>	<b>G Hodgson</b>	<b>Date</b>	<b>14/03/16</b>

Please return the completed form by email to:  
[IDSS.SENDReforms@lancashire.gov.uk](mailto: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 was built in the 1950's and is wheelchair accessible in certain areas. It is a multi-level building however organisation could be altered to make it fully accessible to a wheelchair user.

There are accessible parking spaces available to the public and 2 disabled parking spaces to the front of the building. Alterations would be required to make the toilets wheelchair accessible.

All resources in school are clearly labelled in classrooms and shared areas.

Suitable age-appropriate, 3-D and interactive displays are in all learning areas of the school.

LCD interactive touch screens have recently been installed in all learning areas.

Information about the school is available on the website and policies are available upon request. Appointments can be made to see any member of staff at any time.

Furniture is modern, bright and age-appropriate to the age of the group of children being taught in the classroom.

Every effort is made to ensure that the correct specialist equipment is available to enable all children, regardless of their disability to have access to the curriculum.

The school will be guided by Outside Agency recommendations.

## 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**

The class teacher and the SENCO assess and monitor the children's progress in line with existing school policies.

Parents are informed at the earliest opportunity if there are any concerns.

The SENCO works closely with the class teacher and the parents to draw up a suitable action plan and put in intervention where and when necessary.

The targets are small and achievable so that the children are able to feel a sense of achievement.

Each class in school has a teaching assistant to support teaching and learning.

All children access first quality teaching, and where appropriate can access intervention groups, 1:1 tuition, IEP work and TA support,.

A wide range of SEND resources can and will be accessed to aid support and engagement for all within the classroom.

Support staff are a strength of the school, and all staff are regularly updated through training and sharing of good practise.

IEPs are consistently tracked with regards to progress and reviewed regularly. Individual pupil progress is tracked.

In the case of children with HI/VI or medical needs training is provided by the school nurse and outside agency support is sought where necessary.

Staff have received paediatric first aid, diabetes, asthma and epipen training. In addition 1 TA and 1 teacher have received the ASD training.

When sitting examinations children are allowed extra time and an amanuensis.

## 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**

Parents of children with statements, EHC plans or other SEND needs are closely involved with annual reviews providing feedback and useful information to the SENCO and other professionals. Annual reviews take place annually, but further informal discussions may take place between parents and school regularly throughout the year.

Education Health Care plans will be reviewed in line with the Authority recommendations

The SENCO will invite all relevant parties to attend annual reviews – and comprehensive documentation will be shared with all interested parties.

IEPs are reviewed, re-written and evaluated 4 times per year – new ones follow the child onto the next class so that the teacher that knows them well has had an input into their next steps.

Class teachers, SENCO and senior leadership constantly assess and evaluate the provision that is put in place to meet the needs of pupils with SEN and Disabilities. TA's are observed delivering 1:1 intervention groups to ensure delivery is of a high level. Pastoral meetings also take place weekly to enable the sharing of key information – where appropriate – and TAs are supported in their professional development through weekly meetings with the deputy head.

Meeting with the head teacher take place to evaluate provision and assessment data is constantly analysed to ensure children are achieving their full potential.

## 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**

The safety of all children is of utmost importance.

The head teacher/teacher/TA/family support worker carry out risk assessments where necessary.

School has allocated pick up and drop off points which are easily accessible. Staff are available at the door each evening with the children and appointments can be

made with the school office if required to see relevant members of staff. Our family support worker is also available to meet and greet parents at the beginning of every school day.

During break times and lunch times pastoral sessions take place for children if they wish to attend. A teacher and TA is on every duty and welfare assistants at lunch time.

Where 1:1 support is deemed necessary at unstructured time or day, on school visits or during PE sessions – this is provided through appropriate TA support. For children with identified SEND needs- this support is provided for as part of their IEPs, statements or EHCP.

Parents can access the Anti-Bullying Policy on the school website. Alternatively, a hard copy can be requested from school.

### **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**

A locked medicine cabinet is situated in the staff room containing clear records and consent forms for parents to sign to ensure it is administered correctly. Medicine is named and it is the school's responsibility to ensure it is in date.

Staff meet with relevant professionals if a care plan is needed.

Records are passed onto the next teacher so everyone is aware of a child's needs.

In case of an emergency school policy would be followed, an ambulance rung and a trained first aider would be with the child at all times.

Online documentation would be completed.

All support and teaching staff receive First Aid Training, so that they are aware of what action to take in the case of a medical emergency. Paediatric First Aid Training is provided for some staff as appropriate.

Services that are accessible on school premises include CAF and TAF meetings, school nurse, family support worker (permanent), CAP's team, educational psychologist, clinical psychologist, anger management, parent partnership, Hendonbrook PRU, Incredible Years and Solihull Training.

## 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

A staff notice board is on display in the entrance, the website contains all names of staff and roles within school.

Parents can communicate with various staffs either before school, after school, over the telephone or by making an appointment.

Parent information sessions are held after school, parents can complete the parents views online, parental questionnaires are sent home, children complete pupil questionnaires and pupil conversations with staff, induction evenings are held and school has an open door policy.

Two parents evenings are held during the school year and termly report cards are sent out to parents, alongside and end of year report.

When SEND difficulties are identified during the admissions procedures, the SENCO will attend transition meetings and relevant information will be sought.

## 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

School has a school council- pupils are elected from each year group and pupil voice is sought about current school developments. Friends of Lowerhouse, is run by parents and extended family members – and raises funds for the school through school events.

Parents are invited to give their opinions with regards to their child’s education at parents evenings, parents meetings, annual reviews and IEP meetings.

An elected SEND governor sits on the governing body and challenges the schools provision of SEND – to ensure it is reaching its full potential .

Lots of events take place in school such as productions, parents evenings, annual reviews, Easter parades, family assemblies, celebration assemblies, reading

reviews, class assemblies and musical events.

The SENCO reports to staff through meetings and Governors meetings.

The SENCO regularly meets with the SEN governor.

Staff share information, where appropriate, within school at weekly pastoral meetings

### **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**

School has a permanent family support worker available on site, appointments can be made with a relevant staff member.

## Transition to Secondary School

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

### **What the school provides**

This school has good links in place with a number of local high schools – we meet with the staff prior to children moving on to high school to pass over information, and staff also visit school to answer questions and queries from the children.

The staff also meet with individual pupils.

Where necessary, additional visits are arranged for individual pupils, to ensure a smooth transition.

Transition reviews are held for pupils who have extreme educational, medical or physical disability. SENCO and class teacher would attend, and share all the documentation with the new school.

Children have had the opportunity to attend events at local high schools such as watching theatrical performances, CSI days and DT/Science days.

## 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**

School offer a wealth of after school clubs including art club, cricket, football, dance, drama, singing, netball, dodge ball and multi sports- all our clubs are inclusive and free for children to attend.

Our family support worker carries our circle of friend groups, the school follows the SEAL programme and pastoral sessions take place throughout the school day.

'Playground pals' roles have been assigned to some of the older children in school to ensure everyone has some-one to talk to/play with at playtimes – these children have attended specialised training programmes with school.