



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Woodnook Primary**

School Number: **11015**

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

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Woodnook Primary		Telephone Number	01254 233020
	Hudson Street		Website Address	www.woodnookschoo.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater	4 - 11			

for?	
Name and contact details of your school's SENCO	Miss K. Blackshaw k.blackshaw@woodnook.lancs.sch.uk

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	Mrs. Nicola Trayner		
Contact telephone number	01254 233020	Email	head@woodnook.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	Woodnook Primary School	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 was built in 1909 on quite a steep slope therefore has wheelchair access from the top yard only. The main entrance door and all doors within the building are wide enough to accommodate wheelchairs. A lift is available to enable lower ground floor (ICT suite/ DT room) access. A large disabled toilet is available within the key stage 1 area. There are no designated disabled parking spaces due to the small size of the staff carpark but parents/ carers are able to park next to the main gates. A bilingual mentor and bilingual teaching assistants are available to ensure that there are clear lines of communication between school staff and parents/carers. Furniture is age appropriate and of a suitable size throughout the school. Labels throughout the school promote English and the majority of languages other than English spoken within the area.

Interactive whiteboards are installed in all classrooms and children have access to computers in each classroom in addition to ipads and the ICT suite. The school website is regularly updated and the school subscribes to Parentmail to ensure that

parents receive important information quickly and efficiently.

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

Staff monitor pupils very carefully and should they perceive that a child has additional needs (for whatever reason) will discuss their concerns with the SENCO, Senior Leaders and parents to ensure that needs are addressed quickly and efficiently. School will access appropriate professional advice from IDSS eg: a psychologist.

IEP's are completed on a termly basis and parents are encouraged to take an active part in this process. Pupils are asked to make a contribution to reviews at an age appropriate level.

TAC/ TAF meetings are held regularly to support families who need multi-agency support for whatever reason.

A provision map is used to list additional support that has been provided to individuals and monitor the impact of interventions.

Half termly pupil progress meetings are held between the class teacher and a member of the Senior Leadership Team to evaluate pupil progress and assess the impact of additional provision.

The school seeks advice and support from specialist support services as and when appropriate eg: Hendon Brook, Hillside Specialist school.

The school pays for 10 hours of speech therapy each week.

Children are involved in the assessments of their individual targets to allow them to take ownership of their learning.

Each class has the support of at least one teaching assistant.

All staff receive regular training in order to allow the delivery of a curriculum which is accessible and appropriate to each individual child.

Our transition arrangements ensure that if a child with specific needs is due to join the school, appropriate training is sought and provided for all staff.

The school follows the Dfe regulations for the administration of SAT's and as such will request additional time/ large print papers etc in accordance with their guidance.

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

IEP's are completed on a termly basis and parents are encouraged to take an active part in this process. Pupils are asked to make a contribution to reviews at an age appropriate level.

Education Health Care plans are drawn up with the child's parents, the school nurse and members of the school staff. These documents are overseen by the Lead Mentor and SENCO and reviewed for relevance on a regular basis.

Parents are fully involved in annual reviews and are encouraged to contribute their views to the process. The school ensures that the parents receive the relevant paperwork in advance of meetings.

The school operates an open door policy and parents are encouraged to discuss any concerns they may have.

Pupil progress is monitored on a half termly basis by members of the Leadership team. Specific attention is paid to individuals and groups of pupils eg: Gifted, SEN, etc to ensure that all are making at least expected progress.

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

General risk assessments are carried out and reviewed on a regular basis by the Head teacher. Individual teachers are required to risk assess their classrooms on a monthly basis and report any perceived hazards to the Head teacher.

All trips and visits are risk assessed and the required permission is sought from the

local authority.

If required children will (at the end of the school day) be handed over to parents and carers by a teaching assistant or the class teacher at the front door. Although the school does not have a designated disabled parking space, cones will be arranged to ensure that a space is available on the lane to the main gates (where the ground is flat).

Two members of staff are on duty in both yards each playtime and a first aider is on duty in the school entrance at these times. At lunchtimes, children are supervised by welfare staff.

The school has a strict jewellery policy and insists on the correct clothing and footwear to ensure that children are as safe as they can be during and outside of lessons. All children are required to wear their uniforms on trips so that they are easily identifiable.

Contact numbers of the school and parents are taken on all trips and staff are provided with a mobile phone to ensure that lines of communication are available at all times.

The Headteacher/ administrator checks driving licences, insurance, VIN and MOT documents of any person/ vehicle that may be required to transport children. (Such a situation is rare but an example of such a circumstance is a visit to the park/ feeder primary school where a child may be unable to walk that particular distance).

Parents can access the anti-bullying and behaviour policy on the school website.

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

All medication is to be handed in at the main office where a medication form is completed. Each child requiring prescribed medication is issued with a card that is completed by a staff member each time the medication is given and initialled by the parent at the end of the school day. Such medicines are stored according to the instructions eg in the staffroom fridge and out of childrens reach. Class A medication eg: Ritalin is kept in a locked cabinet.

Asthma inhaler's are kept in classrooms and taken to all PE lessons and swimming.

Care plans which have been drawn up with parents and the school nurse are reviewed when children move to their next class.

Photographs of children with specific conditions eg plaster allergies are displayed in the first aid cupboard, Those with more severe medical requirements have care plans which are kept in key locations therefore are accessible to all staff. The school catering staff are provided with pictures of children with specific food allergies which are clearly displayed at the serving hatch.

There are two first aiders and twelve paediatric first aiders on the staff team.

There is a defibrillator available in the main entrance which staff have been trained to use.

When children require specific medication eg: epipen / diabetes testing, training will be provided by the school nurse or other relevant professional.

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 all the staff currently employed by the school. The school operates an open door policy (although parents are encouraged to make an appointment should they wish to discuss something at length that might impinge on teaching time). Parent’s evenings are held during the Autumn and Spring terms. Parents/ carers are given the opportunity to arrange a meeting with their child’s class teacher at the end of the summer term should they wish to discuss the end of year report. Parents / carers are given the opportunity to visit one lesson per term following their child’s class assembly. Parental questionnaires are used periodically to record views and suggestions. Mentors arrange a variety of activities for parents and actively seek their views.

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 a school council with representatives from Year 1 to Year 6. Children are encouraged to seek the views of their peers and bring their concerns and ideas to these meetings. Members of staff are invited to join these meetings depending upon the issues being discussed eg: Cook, Head teacher etc. Weekly newsletters (with reply slips) are sent to the parents/ carers of all children in EYFS/ Key stage 1 explaining what their child has been doing that week. Parents are also asked to write a written response to the end of year report. Parents are informed of governor vacancies via newsletters and elections are held if more than one person is interested in the vacancy. The mentors organise workshops for parents according to interest some are aimed at both the parent and child eg: craft / reading sessions

whilst others are in response to parental requests eg: cookery, ladies Zumba etc. Home school contracts are issued on an annual basis. School works closely with families, health and social care organising meetings to support children and families if additional support is perceived to be needed.

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

Bi-lingual support assistants are available for meetings between parents and school and at non teaching times during the school day, Both mentors are able to help parents complete forms on-line and in a paper format. The mentors have a good knowledge of local groups and are able to signpost families to these services. Mrs. Seddon is responsible for the co-ordination of the school travel plan and organises annual 'Right Start' road safety training for all children in EYFS and Year 1.

Transition to Secondary School

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

What the school provides

Pupils are given the opportunity to visit their chosen Secondary school for a taster session. Our teachers liaise with those from the secondary school to ensure that the transition is as smooth as possible.

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

After school clubs are targeted at specific year groups during the week. These are organised with external agencies in response to pupils ideas and suggestions and vary throughout the year, activities include sport, craft and technology. Key Stage 2 pupils are offered the opportunity to attend drama club, sewing club and Minecraft club one day per week. The daily library club is targeted at specific classes throughout the week.

Older children help the children in EYFS to settle into lunchtime routines during the Autumn term. Children in key stage 2 act as monitors/ helpers in a variety of ways eg: filling water bottles, buddies etc.

All clubs are free.