



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Hyndburn Park Primary School

School Number: 11/005

## 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>	Hyndburn Park Primary School Park Road Accrington Lancashire BB5 1ST		<b>Telephone Number</b>	01254 233171
			<b>Website Address</b>	<a href="http://www.hyndburnpark.lancs.sch.uk">http://www.hyndburnpark.lancs.sch.uk</a>
<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>	
	No			
<b>What age range of pupils does the school cater for?</b>	3-11			
<b>Name and contact details of your school's SENCO</b>	Joanne Hardwick Hyndburn Park Primary School 01254 233171			

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>	Joanne Hardwick Assistant Headteacher Inclusion Manager		
<b>Contact telephone number</b>	01254 233171	<b>Email</b>	j.hardwick@hyndburnpark.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.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.hyndburnpark.lancs.sch.uk/send">http://www.hyndburnpark.lancs.sch.uk/send</a>		
<b>Name</b>	Hyndburn Park Primary School	<b>Date</b>	18.09.17

**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**

Hyndburn Park Primary School was built in 1906. The building is over 100 years old, and split over three levels. Although there are steps to the main entrance, the school is physically accessible with a ramp to enter Key Stage One (KS1). The doorways and entrances are wide enough to accommodate a wheelchair, if necessary.

There is one accessible parking space available in the school car park. Accessible changing / toilet facilities are available, next to the medical room.

Pupils who have difficulty accessing the dining hall downstairs join a group of pupils in the Rainbow Room to have their lunch. Their meal, which they choose earlier in the morning, is brought to the room and there are a number of staff to support the lunchtime session. If a pupil requires support by staff to walk down the stairs to the dining room, this will take place just before lunch time when it is quieter. Staff assist pupils who require support to access the playgrounds, toilets, cloakrooms and the office.

Information, such as policies and procedures, are available on the school website. Information, where relevant, is also posted outside the main school office. Each week, every child is sent home with a copy of the 'Friday letter' which provides parents / carers with information about school during that week. Staff in school are able to communicate key messages with parents / carers and families whose first language is not English.

The furniture throughout school is of a suitable height, appropriate to the age group of children being taught in that classroom.

## 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 school places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The Special Educational Needs Co-ordinator (SENCo) liaises closely with the Assessment Co-ordinator to analyse data and individually track pupils experiencing difficulties. The data is used to inform the school of pupils who may require early intervention strategies.

The class teacher completes an initial concern form indicating the concerns relating to individual pupils and this is discussed with the SENCo. Parents / carers are informed at the earliest opportunity in order to ensure they play a crucial role in all decisions involving their child.

The school has adopted a policy of high quality differentiated planning to accommodate a wide range of pupils with varying abilities. Pupils will only be placed on School Action on the Special Educational Needs and Disability (SEND) Register if their needs are “additional to” or “different from” the quality differentiated teaching and learning opportunities.

The SENCo has just completed the SENCO Award.

Regular meetings between the members of staff supporting children with SEND and the SENCo identify any appropriate training needs. Other specialist agencies that are involved provide further training and input i.e. Hearing Impairment (HI), Visual Impairment (VI), medical needs, speech and language.

Any reasonable adjustments to ensure all children can access tests and Statutory Assessment Tests (SATs) papers are made well in advance, either through ordering modified materials or answering the relevant additional time questions. For children who require rest breaks or a quiet room, this is also provided.

The provision map records the type of intervention a child is receiving and the member of staff delivering it. Team provision maps provide further information and

groups children with similar needs together, ensuring that staff are deployed effectively. Regular monitoring and assessment using SEND trackers, as well as the Lancashire tracker, show the impact of the interventions and the progress that all children make.

### **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**

Annual review meetings are timetabled well in advance, ensuring that all timescales are adhered to. Paperwork is completed and shared with all invited professionals and contributors. Parents / carers and the children involved complete relevant advice forms, which are a key component of the annual review process. The paperwork following an annual review is completed and distributed to all contributors swiftly, ensuring any actions discussed can be followed up.

SEN Support Plans (SSPs) are completed by the class teacher on a half termly basis. These are shared with the child and parents / carers. Ongoing monitoring and assessment by the class teacher and member of support staff in the child's class feed into the evaluations and next steps. Parents / carers are provided with copies of their child's SSP. The school has an 'Open Door' policy, allowing parents / carers to pop in and share any questions, queries or concerns.

The regular and ongoing monitoring of all pupils, including pupils with SEN, ensures that the provision for children with Special Educational Needs or Disabilities (SEND) is constantly assessed and evaluated. The provision maps completed throughout school identify the support in place for each child, as well as for the children with SEN. Timetabled 'Drop in Sessions' are available for parents on a termly basis.

### **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 carried out by any member of staff who is undertaking any

activities that may involve an element of risk. The health and safety lead oversees the risk assessments and templates are provided for these.

Children in Year 2 or below are dropped off and collected by a parent / carer or a responsible person. Children in the infant department are collected by a named member of their family. Should the named person not arrive in time, children are taken to the main school office where they will wait until contact with the appropriate person has been made.

Members of staff are timetabled to supervise all areas of the playground throughout the break and lunchtime sessions. All external gates, apart from the main gate leading to the car park and the small gate on the front path (Park Road), remain locked, whilst the children are on the premises. The two gates that remain open do not lead directly into school or the playground; the only access is via the school office. During lunchtimes, members of the welfare staff supervise the children. The children in Early Years Foundation Stage (EYFS) and KS1 are accompanied from the playground into the building, in order to make their way safely down to the dining hall.

Each class consists of a class teacher and a member of support staff who supervise the children at all times. Thorough risk assessments and adequate staff / pupil ratios (following national guidance and often in excess of this) are provided when pupils leave the school premises. Permission from parents / carers is obtained in advance of each trip.

The anti-bullying policy is made available on the school website. Parents / carers are also made aware that a copy of the policy is available from the main school office should they want a hard copy.

## **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**

Before any medicines can be administered in school, parents / carers must complete and sign a permission form. The named members of staff then update a record of medicine administration, specifying the time and date of administering doses of medication. It is also important that all medicines are in their original container, as originally dispensed. The named member of staff checks that the medicines are clearly labelled with the child's name and the appropriate dose. Medicines are stored securely, either in the school office or a locked cupboard in the medical room. Close liaison between the family, school nurse, class teacher and SENCo ensures that a precise care plan is drawn up for any child who is identified to be in need of one. This is shared with all relevant members of staff, and a copy of the care plan is

placed in the child's file and the class medical box.

Named members of staff throughout school (Nursery – Year 6) have undertaken first aid training (First Aid, First Aid at Work and / or Paediatric Training) and are aware of what action to take in the event of an emergency.

The school nurse or other National Health Service (NHS) professional liaises closely with the appropriate members of staff in order to ensure that the training they are provided with allows them to deal with a child's particular needs.



## 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 staff that are currently employed by the school (in the school brochure).

The school also operates an ‘Open Door’ policy, providing parents / carers with opportunities to pop in and discuss any matter with the relevant member of staff. Regular ‘Stay and Play’ sessions are held throughout school, as well as any appropriate workshops e.g. phonics in KS1.

Each year, two parents’ evenings are held which keep parents / carers updated on their child’s progress, effort and attitude. Class teachers also complete an annual report on each child, with copies sent to parents / carers. These are accompanied by a feedback form, giving parents / carers the chance to respond with their comments. Parental involvement has increased in school, particularly due to more attendance at regular, timetabled events. Each class performs a class assembly throughout the year. Parents / carers attend the assemblies and then have an opportunity to meet with their child’s class teacher, in their child’s classroom. They are also given a parental questionnaire to record their views, share areas to improve and what the school does well.

## 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 an active school council, which meets regularly and has a chance to contribute its own views.

Parents / carers have regular opportunities to provide feedback about their child’s education, through attendance at parents’ evenings, contributions at an annual

review, meetings with class teachers / heads of departments, meetings with the inclusion manager and parental questionnaire responses.

The current Governing Body consists of two of parent governors, allowing them to be involved in the life of the school and provide a parental perspective.

### **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**

Help is provided to those families that require this support. The members of staff in the office, the learning mentors or the inclusion manager offer help with forms.

If a parent / carer required a travel plan in order for their child to get to and from school then this would be dealt with by the inclusion manager.

### **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 children in Year 6 visit the secondary school that they will move up to in the next academic year. There is a transition day available (usually during the first week in July) for all Year 6 children, which they attend. Members of staff from Year 6 liaise closely with members of staff from the secondary schools to provide as much information as possible about the children transferring to them. All this support helps to ease the transition from Year 6 to Year 7.

### **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 offers a wide variety of clubs, either at lunchtime, before or after school (Glee, art, football and gardening clubs) most of which are free of charge.

Opportunities are provided for all children in KS1 and KS2 to attend clubs.

In school there is a 'playground buddy' system, which is led by members of the school council. Children are encouraged to join in with games / activities set out on the playgrounds. The main aim is to ensure that no child plays alone and friendships are formed.

We also have a skilled Learning Mentor and a Learning and Family Support Worker who also work closely with children to give them the confidence to make friendship groups.