



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: APPLEY BRIDGE ALL SAINTS
CHURCH OF ENGLAND PRIMARY SCHOOL

School Number: 08066

School Name and Address	Appley Bridge All Saints Primary School, Finch Lane, Appley Bridge, Wigan. WN6 9DT		Telephone Number	01257 252647
			Website Address	www.appleybridgeallsaints.lancs.sch.uk
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 years old			
Name and contact details of your school's SENCO	Mrs Michelle Waine 01257 252647			

Name of Person/Job Title	Mrs Janet Dunn - Headteacher		
Contact telephone number	01257 252647	Email	head@appleybridgeallsaints.lancs.sch.uk

Accessibility and Inclusion

What the school provides:

The one storey school building is fully wheelchair accessible and there is one designated disabled parking space on the staff car park with a ramp on to the path which leads into the building. We ensure that any of our families who have a disability are able to park in the staff car park to access the school if required. We have one accessible disabled toilet with a horizontal changing surface in the same room. Any modifications to the building comply with current regulations.

Our information is accessible for all members of our school community. Paper copies of weekly newsletters are sent home and posted on the school website. Important or emergency information is sent by text. We can provide different font sizes if necessary and would provide audio information if requested. When we have families whose first language is not English, we endeavour to meet their needs where possible, for example by translating letters which are sent home. We make personal provision for families with additional needs we are aware of, for example when attending events in school.

All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and specific to an individual's needs where necessary.

Teaching and Learning

What the school provides

We use various methods to identify SENs. Sometimes a pupil starts in Reception having already been identified as having SENs. At other times, it is a parent who raises initial concerns. Often, a class teacher will speak to the SENCo or Headteacher for advice before adding a pupil to our 'Targeted Action Group' and involving parents in provision for the child as appropriate. Assessment data is also used to track pupils and identify areas where intervention and support may be required. We have several teaching assistants who work with identified children either 1:1 or in small groups and teachers plan accordingly to meet the needs of all of the children in their class. Many of these staff have specialist areas, for example speech and language.

We work with external agencies who advise on SEN issues and support us in using appropriate resources with the children. Staff are involved in any work carried out by external agencies too, therefore developing their own understanding and awareness of issues. All staff receive appropriate training throughout the year. A SENCo oversees the SENs in school, ensuring that staff feel supported, children have access to the curriculum and parents are kept well informed. We carefully consider any children with SENs when testing is taking place and follow national guidelines in

making adjustments where appropriate.

Each year an audit of provision is carried out and information passed on to the child's next teacher. This also provides valuable information to organise groupings and allocation of support staff. Resources are purchased when necessary, including resources for teachers such as books about food and autism, alternative computer keyboards and software for laptops to assist learning.

Reviewing and Evaluating Outcomes

What the school provides

We involve a multitude of interested parties when holding review meetings and discussing the needs of our pupils. Key staff, parents, the pupil (if appropriate) as well as external agencies are invited to contribute to determine the best outcomes for the child. We use provision mapping effectively to plan ahead for our children with SEN and use audits effectively to evaluate our provision. We regularly review the SEN record and make adjustments accordingly. We monitor the progress of our children with SENs as individuals at least termly and also as a group annually. Tracking is used effectively to ensure that at least the expected progress is being made.

Children with statements have a formal annual review and all children with Individual Education Plans (IEPs) have a review of their progress termly. The IEPs are reviewed with the class teacher, Teaching Assistant, parent and SENCo with the child involved if appropriate.

Children with EHC plans are reviewed at least annually with the school nurse. All staff receive annual training on the use of EpiPens and asthma needs as these are specific needs to pupils in our school.

Keeping Children Safe

What the school provides

We produce general risk assessments for all areas of school life, including the school grounds and areas for PE. These are completed by the relevant staff. We also use ask for risk assessments completed by organisations used in educational visits to produce more detailed, specific risk assessments to ensure the safety of our pupils and staff. More specific risk assessments are undertaken as and when we feel these are required and necessary, including educational visits. The Lancashire 'Evolve' system is also used for this. All children in Reception, Y1 and Y2 are personally handed over to an adult at the end of the school day. All KS2 children are

expected to meet an adult on the KS1 playground at hometime and regularly reminded that should their adult not be there, they must come back into the building. Our parents are aware of parking arrangements and when the church car park can/can't be used for safety reasons. We sometimes open the KS2 playground to parents when a lot of traffic or a coach is expected, for example at the end of a residential trip. We ensure our children are appropriately supervised during break and lunchtimes. Our 'Anti-Bullying' and 'Behaviour' policies are available to all parents via our school website or by requesting a copy from school. Our annual parent and pupil questionnaire responses which are shared with our families are always positive in terms of safety. Every member of teaching and non-teaching staff working with the children undertakes a 12 hour Paediatric First Aid course every 3 years.

Health (including Emotional Health and Wellbeing)

What the school provides

All medication (except for inhalers) is stored safely in locked areas and according to specifications. When medication is administered, two members of staff are present and a record of the details is made. We have discussions with parents and the school nurse to agree care plans. We ensure all relevant staff are aware of plans and that training has been provided for all staff. The school Nurse has provided training, as have parents themselves, and we also have information and procedures in writing. All staff have been trained as paediatric first aiders. There is one member of staff (you was previously a nurse) who is an appointed first aider and regularly checks the contents for first aid boxes, ordering stock as appropriate. We have bought in the services of a counsellor when we felt, along with the parent, that it was appropriate. Our Reception and Y6 children have their weight monitored and sight tests in Reception and hearing tests in Y1 are part of an annual programme. A recently revised sex and relationships education programme is followed with our KS2 children. We have held workshops on e-safety with our parents and the children are taught this as a unit each year. The Life Education Bus visits school to deliver age-specific health programmes to all the children. Where a child with a statement for SENs requires Occupational Therapy, Speech and Language Therapy, the Hearing Impaired specialist or any other service, this provision is organised. The Pupil Premium funding has been used in part to fund hours for the SENCo to work 1:1 with pupils experiencing emotional health issues or needing a period of nurturing for whatever reason.

Communication with Parents

What the school provides

We have a contact list for each child, revised annually by the parents, of who to contact should we need to; three contacts are required. Each child in EYFS has a nominated key worker. Parents are aware and appreciative of our open door policy. Parents of children in Reception, Y1 and Y2 are invited into their child's classroom on Friday afternoons for 'Open Session' when they can see their child's classroom, play games with them, speak to the staff and each other. We invite parents to complete a parental attitude questionnaire annually, which is also analysed by the Local Authority and comparisons are made between other schools. In addition to this key information for our Self Evaluation Form is highlighted. We have a good level of return from our parents. These questionnaires are always answered positively. Ofsted's 'Parent View' has also been used by our families and provided important information for the inspectors (February 2013). We offer a parents' meeting in the Autumn and Spring terms which allows parents to comment in person and also have provision for parents to feedback following the reading of their child's annual report at the end of the Summer term. We don't hold Open Days for new parents – the headteacher personally show families round individually, during the school day so that parents can experience the school in action. We invite parents into school regularly for events, including weekly worship on Monday mornings where achievements and birthdays are celebrated. Parents are always welcome to our weekly services in church. We have also had information evenings, adult workshops (phonics and maths), productions, residential presentations and many more. Many parents use email to contact school and will receive a reply the same day.

Working Together

What the school provides

We have a school council comprising two pupils from Y1 through to Y6. They meet monthly and wear a badge on their uniform so that everyone knows who they are. They discuss issues brought up by staff and also to incorporate the children's own thoughts. We also have an Eco-Committee who work hard on issues to do with our environment and community. As part of our KS2 'Choice' activities, we sometimes have a Worship group which is well attended by our older children and they help to plan Wednesday worships and enhance the spiritual element of our school. We use 'Pupil Voice' to formally ask the children's views. This is analysed by the Local Authority and our data used to produce points for action as well as discussion with staff. We use all our children in Y4 and Y6 children to complete this, due to the nature of the questions and understanding needed. As previously mentioned, our parents have many opportunities to have their say about their child's education. Our

'Friends' meets regularly with every parent being invited along to help plan and organise a variety of fund raising events, many of which are for families, not just children. We have good representation from our parents on our Governing Body, with some being parent governors and others being church governors. We have a nominated Governor for SENs who works alongside the SENCo. We have good links with our School Nurse, and with the Family Service in Wigan, meaning we are able to offer support to our families when they are in need. Social Care are contacted when appropriate. Every parent and child signs a home school agreement when joining our school.

What help and support is available for the family?

What the school provides

We support our families in many ways. First and foremost we have an open door policy and all staff are approachable. Parents know that children have a key worker whilst in Reception and that all staff can be seen either at the end of the school day or by mutually convenient appointment. The Headteacher is always willing to speak to parents at short notice. We support parents with form filling when necessary; the staff are established and families become well known to us. Support is regularly given to families with English as an additional language and others who require it. As the majority of our Reception children have previously attended the on-site nursery, these families are often known to use prior to starting school. Any information given to the school which is relevant to parents of children with SENs is passed on to them if appropriate, usually through the SENCo. We work with the Local Authority on travel plans, supporting any eligible pupils getting to school including pupils making the transition to High School. In addition, we ensure that all Y6 children have been made aware of the Open Evenings for the local high schools and that they applied for a high school place, supporting the families with the paperwork where necessary.

Transition to Secondary School

What the school provides

In the Autumn term, we hold an information evening for the parents of the children in Y6 so that they understand how the application process works and can ask questions specific to their situation. The Headteacher supports families who wish to appeal if their child is not offered their preferred school, and the SENCo is also involved where the child has SENs, whether statemnted or not. The Y6 staff meet

with the relevant member of staff at each high school prior to transition to discuss further the needs of the children. We also pass on information from the child's individual SEN folder, which includes IEPs and assessments. Every child is given the chance to spend an Induction Day at their new school in the Summer term and, depending on the need of the child, additional visits to the setting may be appropriate, as may discussions involving the parents too.

Extra Curricular Activities

What the school provides

On site, there is a club for childcare before and after school. This is from 8am to 6:00pm and is provided by an external, Ofsted registered organisation 'Sunrise and Sunset'. This is available to all children although there is usually a waiting list as places are limited. Holiday clubs are also on offer for all school holidays except for Christmas. Children from other schools are also invited to join. We offer a wide variety of extra-curricular clubs and activities for all of our children, largely run by school staff, including support staff, at no cost to the families. We also host clubs from external agencies. There incur a charge, however we are mindful of cost and try and ensure they are not too costly. Where we believe a child is not attending due to the cost, we approach the parent and discuss the possibility of school using Pupil Premium to meet the cost. All clubs and activities are inclusive, however some are naturally age specific to keep numbers manageable, to maximise enjoyment and also ensure the content and delivery is appropriate. We are proud that we are a friendly school. We know our children and families well and any friendship issues which inevitably occur are dealt with quickly and professionally. Our children are all in house teams, working together to earn house points and celebrate the weekly winners. Each term, the winning house receives a trophy to put in the entrance hall and enjoy an extended break time together. On a weekly basis, KS2 children have the opportunity to work together as smaller, mixed age groups in 'Choice' which offers a variety of activities such as sewing, art, website design, rounders, construction and football. We also use circle time, reflection time and daily worship to discuss issues and come together as a school family. Our 12 Christian values are known to all our children and are interwoven in all aspects of school life. Friendship is one of these values. A large photograph showing each value 'in action' can be seen in the hall.