

Blacko Primary School

<http://lancashire.schooljotter.com/blacko>

SEN/D LOCAL OFFER

UPDATED: September 2018

COORDINATOR: Mrs Davis

REVIEW: September 2019

LOCAL OFFER

Introduction

Blacko Primary School is a small school with a reputation for creating a safe and nurturing environment for children aged 4 – 11 years.

Our aims are to: provide a happy, pleasant and stimulating environment where relationships between all members of the community – children and adults – are based on mutual trust, understanding and respect. The family feel of our school helps each child develop his/her own personality in a secure and caring environment where we are mindful that toleration and respect of others are necessary attributes in a civilised society.

Children are taught in 4 mixed-age classes in a nurturing environment where everyone knows everyone. We strive to support all children to enable them to achieve to their highest possible potential. In order to do this many steps are taken to support them through their learning journey. Quality first teaching is vital; however for some children there are occasions where additional support may be needed to help them achieve their targets.

The Special Needs and Disability Co-ordinator (SENDCo) is Mrs. K Davis.

Our SEND Governor is Mrs H Wilson.

Accessibility and Inclusion

The school's policy on Special Educational Needs and Disability aims to provide full access to the National Curriculum for all pupils and to encourage success and participation for all pupils, whatever their level of ability.

The school is approached and is wheelchair accessible off a main road at the front of the school or additional access can be provided via a door off a side street; there is no car park and no disabled parking bays. Although there is some street parking, the road can be quite busy with residents and parents arriving to drop off or collect their children.

Access to the entrance is via a double fronted door to a porch, which can be opened to full width if necessary. There is an additional double fronted door in to the school building, which again can be opened to full width when necessary. There is additional access to the Juniors via a single width door in the front yard, which can be opened on request. Additional access is via an Infant door in the back yard accessed from a separate gate which is not used by parents.

Once inside the building, the school is partially wheel-chair accessible with the exception of the school office, library, class 3 and class 4, which are located up a three separate single width flights of stairs. We have usual cubicle style toilets with no separate disabled toilet. Reasonable adjustments will be made to ensure that children, who cannot access the library, or other areas can have full access to the resources in an inclusive way.

Key school policies and other documents are available via the school's website and free copies of any policies are available at the school office upon request. These can be adapted eg enlarged print or in audio format if requested. Where necessary, resource areas have picture symbols as well as words to enable children to be more independent in accessing the equipment they need and these can be adapted/added to where needed. There is a variety of different height tables and chairs throughout the school.

We do not currently have any multi-lingual staff in school. Parents and families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services. School has positive links with this service and the have supported several parents through complex application processes. More information about Parent Partnership Services is available here:

<http://www.lancashire.gov.uk/corporate/web/view.asp?siteid=4206&pageid=18666&e=e>

There are multi-sensory displays throughout the school. Resource areas in Key Stage one have picture symbols as well as words to enable children to be more independent in accessing the equipment they need. Adaptations could also be made to support children within Key Stage two if necessary. Examples could include: Visual timetables, positioning within the class, large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books. We endeavour to teach in a multi-sensory manner to facilitate all learning styles. We have a range of ICT programmes for pupils with SEND (e.g. Wordshark and Number shark). Every child has access to computers in the ICT suite with headphones.

Teaching and Learning

The school's policy on Special Educational Needs and Disability aims to identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods; to identify pupils of all ability who are underachieving and to act on this and to support pupils to make the best progress they can.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities as early as possible. This is achieved through teacher observations throughout the school day and assessment of pupils' work. The progress of all pupils is tracked and reviewed on a half-termly basis. The SENDCo liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

The class teacher reports and discusses any concerns with the SENDCo and Assessment Coordinator. Regular SEND staff meetings allow staff to discuss concerns and set targets and actions to support pupil's needs. If further action is deemed necessary, the parents will be informed immediately. All identification criteria are in accordance with Lancashire Education Authority policy. At Blacko Primary School we acknowledge that despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment;
- Persistent emotional and / or behavioural difficulties which are not improved by the techniques normally employed in the nurturing environment of the school.

If, following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, ask the advice of external agencies such as the Lancashire Special Educational Needs and Disability Support Service (SENDSS) or Educational Psychology and Support Services. Additionally, some children receive support from our National Health Service colleagues eg Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

For a very small minority of children with significant special educational needs there may be a need to consider a statutory assessment for a SEND Education, Health and Care Plan (EHCP). A child needing a statutory assessment would have clearly identified complex, long-term and enduring SEN or Disabilities usually identified at birth or within the early years which will have a significant impact upon their ability to access the Early Years Foundation Stage / National Curriculum. In these cases, the SENDCo will apply for a formal assessment to the LEA.

We have close links with external agencies such as the School Nurse, Speech Therapy and SENDSS Learner Support. We also purchase specialist teacher advice from IDSS Traded Services for behavioural issues and Autistic Spectrum Disorder and Educational Psychology (EP) (providing EP and specialist teacher services for learning difficulties such as Mild/Moderate Learning Difficulties and Specific Learning Difficulties etc. We work closely with local Children's

Centres e.g. Walton Lane where we access a wide variety of services to support parents and families. Children's Social Care provide support to families as required.

Some children need extra equipment to support their learning. This could be from a simple pencil-grip aid, to special cushions, writing slopes, coloured overlays, memory or learning aid games and computer software to more specialised equipment. We already have very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

We have 5 teaching assistants (TAs) working across the 4 classes in school, providing an equivalent of 4 full-time TAs. This enables additional support to be deployed where and when the need arises.

Some of our TAs have been trained in to support children with Special Educational Needs in reading, writing and maths, in Behaviour Management, supporting children with Autistic Spectrum Disorders, Dyslexia. We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, continuing Professional Development is offered to all staff and specific training will be made available to support individual children if necessary.

Access arrangements for SATs tests are in line with DfE guidelines which are issued which year. ie When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc. Additional provision is mapped across the school and updated on a termly basis.

Reviewing and Evaluating Outcomes

It is the responsibility of the Headteacher, through class teachers to monitor the support and provision for pupils with SEN/D in their care. This work is co-ordinated by the school's SENDCo and integrated into the whole process.

For all children with SEN/D (except those with an Education and Health Care (EHC) Plan, Provision Map Plans will be written. For most children, the class teacher and SENDCo will make more detailed arrangements for a programme of support, including an Individual Education Plan (IEP) which will be written by the class teacher, with support from the SENDCo when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision should involve the expertise of the external professionals and agencies. Any advice (written or verbal) will be included in the pupil's support programme and/or IEP. There may be some direct input and advice from a specialist teacher from within the LEA (Special Educational Needs and Disability Support Service, SENDSS) or from other agencies such as the Educational Psychology Service, Hendon Brook Short Stay School (Outreach), Speech and Language Therapy etc.

For pupils with a Statement of SEN or Education and Health Care (EHC) Plan, everything we provide is detailed in their Statement or Plan. An annual review (6 monthly for under 5s) will be carried out by the school along with the LEA. Parents and external agencies are strongly encouraged to attend. Transfer reviews in Year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. An additional review will be arranged early in the Spring Term of Year 6, when a high school place has been allocated, and the high school SENDCo invited.

For all children with Special Educational Needs, the class teacher and SENDCo will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

All IEPs will be monitored weekly by the teaching assistant and class teacher and new targets will be set as soon as it is appropriate. They will be formally reviewed and evaluated 3 times per year. Parents, the pupil, class teacher and TA will be invited, if appropriate. Progress will be discussed and new plans devised.

Throughout the school, children's progress in maths and literacy is assessed every half term. This information is monitored and evaluated to ensure that provision for all children is matched to their needs. The school's provision

map enables the cost of the additional provision to be calculated and compared with the tracked progress of the children. This ensures that provision is cost effective and that resources are matched to the needs of the children.

Keeping Children Safe

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD), this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council. All reasonable adjustments are made to ensure children with Special Educational Needs and Disabilities are able to access a full range of activities safely. This may include additional TA support, 1:1 if necessary.

By arrangement, children with, for instance physical or behavioural difficulties, are allowed to enter the school by the main entrance, supported by their parent or carer (rather than via the school playground, as is usual) at quieter times, usually just before the start of the day or just after the end of the day. However, school staff are on duty on the school playground from 8:50am and all children are supervised as they leave school to ensure safe handover.

There is sufficient Teaching Assistant cover within the school to enable extra staff at playtimes and lunch times if necessary to support children with Special Educational Needs and Disabilities. Blacko School is a small, close-knit, nurturing community with clear understanding of it's pupils, their individual needs and how we can support them. Additional training will always be sought where necessary.

All children are taught about bullying, friendships and staying safe through a combination of age- appropriate PSHE (Personal, Social, Health Education) lessons, annual visits from Life Education Bus and whole-school assemblies. Anti-bullying day is celebrated and we have a comprehensive system of head boy and girl, deputy head boy and girl, play leaders and buddies. E-Safety is also taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the internet.

In accordance with legislation, the school has a Designated Senior Person (DSP), Mr M Harrison and a deputy DSP, Mrs K Richards, to deal with issues related to Child Protection and Safeguarding. The SENDCo has undergone CAF training and has advised on-line CAF training to all teaching staff. All staff undertake compulsory annual level 1 Child Protection Training with either the Head teacher (DSL) and the Deputy (DSL) or a member of the LCC Safeguarding Team, a register of attendance is kept in school. The school's anti-bullying policy is available on the website and copies may be obtained from the office on request.

All staff have read and signed their understanding of the Keeping Children Safe in Education 2016 and Safer Recruitment 2015 documents. All staff have completed Disqualification Under the Childcare Act 2006 forms. Any new staff will cover this as part of their induction programme.

Health (including Emotional Health and Wellbeing)

The school has a variety of policies which cover health, safety and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy, Evacuation Procedures Policy etc. Any medicines in school are kept in a cupboard in the school office. The school's Single Equality Policy is available for free on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in a secure teacher's cupboard in the appropriate classroom. All other medication is kept in a secure location in the School Office, a fridge is available in the Staff Room if necessary. All medicine is recorded in a medicine book along with details of dosages and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the school's Supporting Children with Medical Needs Policy. Data Collection Forms and Medical Needs Forms are sent out every September to ensure information is up-to-date.

For individual children with specific needs, Health Care Provision Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. As Blacko is a small school, most staff know which children have Health Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs – a list of children with Care Plans is kept in a secure location in each classroom.

Most staff within school have had First Aid training which is updated on a 3 yearly cycle; 2 of these have also had specialised Paediatric First Aid training. Additionally, staff receive training to deal with specific difficulties, when the need arises eg how to deal with a diabetic child or the use of Epi-Pens. All staff will receive defibrillator training on 26th November 2015. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Communication with Parents

The school's policy on Special Educational Needs and Disability aims to develop partnerships with parents and carers in the education of their child and to involve parents and pupils in the review process.

Blacko is a small school so it is relatively easy for parents to know who's who. Staff pictures and names can be found on a notice board in the entrance way and are listed on the school's website.

Parents can contact school in a variety of ways: Via telephone, email, meeting request forms, or in person via the office or by talking to staff who are available on the playground before (from 8:50am) and after school. We operate an open-door policy so parents can contact school at any time and we will do our best to meet with you straight away, although sometimes some members of staff are out of school (on courses or at meetings etc). In the case that a member of staff is not available, an appointment can be made to meet with them at a convenient time.

The class teacher, SENDCo and headteacher are usually available to help when parents have issues they wish to discuss. The SENDCo works full-time at Blacko but she also teaches full time so can be contacted via the school office or via email: krichards@blacko.lancs.sch.uk if parents have particular concerns.

To keep parents informed, we have a notice board in the playground, important information and letters are on the website, two parents' evenings a year and one annual report which enables parents to give written feedback. We also hold a parents' skills evening annually for parents in each class. Stay and Play sessions are weekly from Autumn Term 2 in Class 1. Weekly newsletters go out to parents of children in KS1 to update them of key information from the week.

We also hold annual open days for prospective and current parents. Parents are also invited to some of our celebration assemblies eg if their child is one of the presenters or if they are to be given a certificate. Parents will be informed / invited by text message. Each year we ask parents to complete a questionnaire. Feedback from this is analysed and acted upon where appropriate.

In addition, for children who are on the Special Education Needs register and have an Individual Education Plan (IEP), the IEPs are sent home when they are written (three times a year) and parents are invited to discuss them with the class teacher if they wish. We also send a copy of the previous IEP with an evaluation to show the progress the child has made against their IEP targets. Sometimes children achieve their targets before the IEP is reviewed; if this happens, a new target is set and a note is sent home to inform parents of the new target.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Parent Partnership Service. Parent Partnership's aim is 'to inform, support, assist and enable parents or carers, of children with special educational needs or disabilities, to obtain the best possible educational outcomes for their child'. More information is available here:

<http://www.lancashire.gov.uk/corporate/web/view.asp?siteid=4206&pageid=18666&e=e>

Working Together

Blacko aims, to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

We have a School Council which is made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council.

We have four places for parent governors and elections for this position take place on a 4-yearly cycle. When children join the school Parents, Pupils and Staff sign the home – School Agreement to help parents to understand the parameters and expectations in school. Additionally, we use Confidential Behaviour Logs for some children who have particular difficulties in regulating their behaviour. Behaviour and safety aspects at Blacko Primary School were both judged as ‘outstanding’ by Ofsted (January 2012). All reasonable adjustments are made to ensure all children are included in all school activities, both on and off site; this may involve additional adult support (1:1 if necessary), depending on the needs of the child, whether this is behavioural, medical etc.

In accordance with our policy for Special Educational Needs and Disability, the school’s governing body monitors the Head teacher, SENDCo and staff in meeting the needs of children with SEND. The Special Educational Needs governor meets with the Head teacher termly to report on SEND.

What help and support is available for the family?

To support pupils and their families, the school liaises with all relevant specialist agencies such as family and medical centres, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete a CAF (Common Assessment Framework) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. More information for families about the CAF process is available here:

<http://lancashire.gov.uk/corporate/web/?siteid=5943&pageid=43530&e=e>

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

In some instances, the SENDCo or another member of the school’s staff will go with a child and their parent to support and enable them to attend medical appointments. The school office manager will support parents with online school applications if they do not have access to computer or internet at home. The school office manager, Headteacher and/or SENDCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as Sure Start or the school nurse. In more complex cases, we would encourage parents to accept a referral to the Parent Partnership Service. Information, advice and guidance for families of children with SEND is available via the SENDCo and/or links on our website:

<http://www.blacko.lancsngfl.ac.uk/>

Transition to Secondary School

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff; these usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENDCos of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition.

Extra-Curricular Activities

We offer an externally run before and after school club called 'Tower Club'. This takes place from 7:30am – 8:50am in the mornings and 3:15pm – 5:45pm after school. This facility costs £4 per morning and £8 per afternoon session, this includes breakfast or afternoon snack. For more information, parents can contact Mrs Caroline Harris or Mrs Ann Graham on 01282 616669.

We also have lots of after school clubs which children are invited to attend. The majority of our clubs are currently free of charge, as they are mostly run by school staff, and are open to children regardless of Special Educational Need or Disability, with reasonable adjustments. Additional school staff are on duty to support SEND pupils, as necessary especially if clubs are run by external agencies. This is a selection of the clubs we have held this year:

Computer,	Football,	Art,	Gardening,
Cookery,	Choir,	Cricket,	Science,
Multi-skills,	SATs Booster (Y6),	Netball,	Golf