



**HIGHER
WALTON
C. of E.
PRIMARY
SCHOOL**

**OUR
LOCAL
OFFER
FOR
SPECIAL
NEEDS**

Accessibility and Inclusion

How accessible is the school environment?

- Higher Walton C of E Primary School is a modern building which was built in 1998. It was purpose-built with Special Educational Needs provision in mind. It is fully wheelchair-accessible as it is a single storey building with no steps.
- To ensure access for pupils and visitors with disabilities, all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary.
- There are two accessible parking spaces available for the public and accessible toilets are available for wheelchair users if the need should arise. Our school has previously accommodated pupils with physical, visual and hearing difficulties, including wheelchair users and braille users.
- High contrast colours mark doors and floors which provides aid for visually impaired pupils or visitors.
- Our grounds and playground are fully accessible.

How accessible is our information?

- Information is available on the school website and entrance area in addition to regular newsletters.
- Support is given to parents/carers where requested eg help with reading, reminders about key events (text messaging), large print and coloured versions of newsletters.

How accessible is the provision?

- During our last Ofsted inspection(11 July 2013) the inspectors' comments included "*Disabled children and those with special educational needs achieve well and make good progress in relation to their abilities and starting points, as a result of the good individual support they are given. All of this reflects the school's work and commitment to ensure opportunities for every pupil.*"
- Visual timetables are used in classrooms
- Resources are at the appropriate level along with picture cues
- Room doors are labelled in Braille at child level.
- Consideration is given to presentation of activities, eg creative homework where children respond in their own choice (eg video, powerpoint, written work, models)
- Furniture is modern and of a height appropriate to the age group of children being taught in that classroom.
- Equipment is provided to develop fine motor skills.
- ICT equipment includes headphones, laptops, iPads, interactive whiteboards.
- Specialist equipment eg writing slopes, hoists, Brailler is loaned or borrowed

Teaching and Learning

What arrangements do you have to identify and assess children with SEN?

- Class teachers raise concerns with the SENCo who will complete observations and offer advice.
- Individual Education Plans are written to provide support.
- Outside agencies may be approached for advice eg Inclusion and Disability Support Service, Educational Psychologist

What additional support can be provided in the classroom?

- Teaching Assistant support is provided in each class to aid differentiation and support for children with Special Educational Needs.
- Additional Teaching Assistants support pupils with statements and non-statemented pupils with high needs.
- Teaching Assistants help to support IEP targets and provide intervention work.

What provision do you offer to facilitate access to the curriculum and to develop independent learning?

- Our access arrangements include visual timetables, coloured overlays and use of spellcheckers.
- Other equipment is available as appropriate eg Soundfield system for Hearing Impaired pupils.

What SEN and disability and awareness training is available to all staff?

- All Teaching Assistants are Level 3 qualified.
- Whole school staff training has included 'challenging behaviour' and 'deaf awareness'.
- Teachers have received training in using PIVATS (Performance Indicators for Value Added Target Setting).
- Teaching Assistants have been trained in supporting speech and language.
- Other training is available to all staff as needs arise
- A staff library includes a variety of resources to inform staff about new developments and support for different educational needs.

What staff specialisms/expertise in SEN and disability do you have?

Staff expertise includes:

- Dealing with challenging behaviour
- Supporting children with autism
- Nurture groups
- Supporting children who are hearing impaired
- Supporting speech and language
- Supporting children with moderate learning difficulties
- Supporting children with specific learning difficulties

Other training has included:

- Dyscalculia
- Dyslexia
- British Sign Language Level 1

What ongoing support and development is in place for all staff supporting children and young people with SEN?

- Training courses
- Mentoring
- Visits to specialist schools(eg short stay)
- Consultancy as appropriate

What arrangements are made for reasonable adjustments and support to the child during tests and SATS? Access arrangements are made as appropriate. This might include:

- Additional 1:1 support
- Rest breaks
- Extra time
- Modified test papers (large print)
- Tests taken in 1:1 settings if necessary

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?

- The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions.
- The Lancashire E-Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

Reviewing and Evaluating Outcomes

What arrangements are in place for review meetings for children with statements or Education, Health and Care Plans?

- Annual reviews take place for children with statements/ EHCP's
- Individual Education Plan reviews take place when necessary
- Parents' views are sought and children contribute at age-appropriate level

What arrangements are in place for children with other SEN support needs?

- Individual Education Plans are reviewed termly and parents can contribute to evaluations and setting new targets

How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

- IEP targets are monitored and plans are evaluated.
- Progress is monitored for each child individually.
- Half termly progress reviews for reading, writing and maths.
- Where pupils are making less than expected progress, reasons are considered, provision evaluated and interventions put in place if necessary.

Keeping Children Safe

How and when will risk assessments be done? Who will carry out risk assessments?

- Risk assessments are reviewed at least annually.
- These are carried out by the head teacher.

What handover arrangements will be made at the start and end of the school day?

- Infant staff routinely hand over to parents/carers.
- Where required/appropriate teaching assistants who work with a specific SEN child carry out handovers at the start and end of the day.

Do you have parking areas for pick up and drop offs?

- Disabled parking spaces are designated at the front of school.
- Where appropriate (eg for wheelchair-using pupils) handovers can take place via the front door rather than the playground doors.

What arrangements will be made to supervise a child during breaks and lunchtimes?

- There are always three staff on duty at playtimes.
- At lunchtimes there is a midday supervisor and two welfare staff.
- There is also a lunchtime playtime leader four days a week.
- Where appropriate /necessary, 1:1 teaching assistant or welfare support may be employed /deployed to help SEN pupils who find lunchtimes challenging.

How do you ensure a child stays safe outside the classroom?(e.g during P.E lessons, school trips)

- The needs of children with SEN are considered as a specific part of the risk assessment for trips and adult support is provided where necessary.
- Staff will liaise with the venue during the pre-visit.
- Staff will discuss with parents/carers where appropriate .
- For in-school activities eg P.E staff consult with specialist teachers/ physiotherapists as needed.

Where can parents find details of policies on anti-bullying?

- The school publishes its Behaviour and Anti-Bullying policies on the school website.

Health (including Emotional Health and Wellbeing)

How do you manage safekeeping and administration of medication?

- Our school has a medicine policy.
- All medicines in a locked cupboard.
- Administration forms have to be completed before any medicine can be given to a child.(Only medicine prescribed by a doctor or dentist is given.)

How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- The school nurse draws up care plans in consultation with the family.
- A meeting is held with all relevant staff and a copy is kept in a health file in school.
- A copy is also kept in the child's SEN file.

What would the school do in the case of a medical emergency?

- The school has a good number of first aiders including the Admin Officer, five teaching assistants and three lunchtime staff.
- Four members of staff are trained in Paediatric First Aid.
- First Aid qualifications are renewed regularly.
- These staff would treat the emergency and decide upon the necessary action.

How do you ensure that staff are trained /qualified to deal with a child's particular needs?

- Epipen training is provided by the school nurse annually to all members of staff.
- Other training would be given as necessary.

Which health or therapy services can children access on school premises?

- Private speech therapy and counselling are currently provided on the school premises where deemed appropriate.

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?

- We have a staff photograph board in school.
- An induction meeting is held to welcome new reception parents.
- Other classes receive a letter introducing their new teacher.
- There is a list of staff names in the school brochure and on the website.
- Parents are welcome to arrange a meeting with teachers if they have any concerns they wish to discuss.

How do parents communicate with key staff (do they have to make an appointment to meet with staff or do you have an Open Door Policy?)

- We have an Open Door policy.
- The start of the day provides an opportunity for parents to share briefly any concerns.
- If they wish they may arrange an appointment for a longer discussion at a mutually convenient time.

How do you keep parents updated with their child's progress?

- We hold parents' consultation evenings three times a year.
- If there are concerns, meetings would be held more regularly.

Do you offer Open Days?

- We occasionally hold open days; these are usually topic based (eg a science day) where parents are invited into school.
- We also invite parents to assemblies on a regular basis where we can share good work and celebrations.

How can parents give feedback to the school?

- We send out parent questionnaires and ask for informal feedback after events
- During parents' evening we invite parents to leave post-it notes on books as feedback for their children.

Working Together

What opportunities do you offer for children to have their say? eg school council

- We have a school council that meets regularly to discuss school issues such as playground routines

What opportunities are there for parents to have their say about their child's education?

- We hold parents' evenings three times a year.
- We have annual review meetings to discuss statements.
- We have IEP review meetings.

What opportunities are there for parents to get involved in the life of the school or become school governors?

- There are elections for parent governors when vacancies arise.
- We involve parent helpers with school visits, reading, running clubs, supporting in class.
- We are currently forming a "Friends of the School" committee, which will involve a group of parents along with staff, to organise fundraising activities and events.

How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families?(eg health, social care, voluntary groups)

- The Governing Body ensures SEN funding (and some Pupil Premium funding) is allocated to meeting the needs of SEND pupils.
- There is a nominated SEN governor who reviews provision and monitors its effectiveness.
- The SEN governor also ensures SEN pupils are making at least expected progress, that staffing is sufficient and that adequate training has been provided.
- The Governing Body, through the Leadership Team, commission outside agencies to work with children eg counselling, IDSS specialists.
- The Governing Body ensures that the SENCO has dedicated time to carry out the role in school effectively

How do home/school contracts/agreements support children with SEN and their families?

- There are home/school agreements in place for all children.

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?

- Help is available from the Administrative Officer.
- Parents are invited to call into the office or telephone for support.

What information, advice and guidance can parents access through the school?

- We have a community noticeboard which advertises local events.

- It contains an extended services section which includes local services eg drop in's, health centre clinics
- We hold parent workshops to engage parents in their children's learning eg our Victorian School Workshop.
- Information leaflets are available in our reception area.
- The school signposts parents to other sources of advice eg Grassroots Family Support, counselling, courses, parenting workshops

How does the school help parents with travel plans to get to and from school?

- No children currently have travel plans.
- If required, the SENCO would liaise with SEN team to organise this

Transition to Secondary School

- The school has a good relationship with our local secondary schools.
- The pupils and staff regularly visit the secondary schools throughout Key Stage 2 for curriculum work.
- Year 7 pupils support our projects eg leading assemblies in theme weeks.
- Year 5 pupils attend sampler days at local secondary schools.
- Secondary school teachers visit the Y6 teacher for information about pupils. They also visit to meet the children.

Extra Curricular Activities

Do you offer school holiday and /or before and after school childcare? If yes, please give details.

- We have an after school club on site, available to all pupils.
- Parents are signposted to before school care and holiday clubs.

What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

- Lunchtime activities are arranged half termly providing a range of activities (at least four a week.)
- Lunchtime sport activities include rugby, cricket, athletics, tennis, football, netball, hockey, huff and puff, cheerleading.
- Other recent lunchtime clubs include board games, card making, art, singing, science, gardening.
- Lunchtime clubs are all free of charge and available to all in the designated age range.
- Some after school activities are organised by sports coaches. They are offered to designated year groups for a small charge for the course (eg £5 for five weeks.)
- Other after school activities are organised by staff. These are usually offered free of charge, unless there is a cost for materials used.

How do you make sure clubs and activities are inclusive?

- Clubs and activities are offered to all in designated year groups.
- Lunchtime play leaders monitor uptake of lunch clubs and encourage participation.

How do you help children to make friends?

- New children to school are given a 'buddy' to help them settle in and show them around.
- As a small school, we have a family atmosphere where children quickly get to know everyone and feel part of the school.
- Staff monitor new children and ensure they are settling.
- We organise pre-school sessions for reception children so they can meet staff and peers.

- Meetings are held with parents to answer any questions.
- ‘Getting to know you’ questionnaires are completed by parents to help staff respond well to children during their first few days in school.
- We have mixed-age classes where older role models show younger children routines etc.
- We plan PSHE lessons/discussions based on friendship.
- Nurture group/lunchtime buddy work is arranged if/when necessary.