



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Grimsargh St Michael's C. of E Primary**

School Number: **06051**

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	Grimsargh St Michaels C. of E. Primary Preston Road Grimsargh PR2 5SD			Telephone Number	01772 653600
	Website Address	www.grimsargh-st-michaels.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:		
✓					
What age range of pupils does the school cater for?	4-11 years				
Name and contact details of your school's SENCO	Miss Helen Smith				

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 Michelle Warburton Associate Headteacher		
Contact telephone number	01772 653600	Email	head@grimsargh-st-michaels.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	Grimsargh St. Michael's C of E Primary School	Date	15.10.19.

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 is wheelchair accessible. The school can be accessed by wheelchair at the main entrance, at the Reception class door via a ramp and by the wide entrance at Key Stage 2 door.

There is a ramp to provide wheelchair access to the Foundation Stage outdoor play area. There is an accessible parking space available for public and disabled persons and a disabled toilet is available for wheelchair users and others who may need this facility.

Information is available on the school noticeboard to alert parents to support services and meetings. There is also information on community events and facilities on the schools newsletter as the information becomes available.

The school has 7 classrooms which are well resourced and furnished to a good standard. Other areas in the school are allocated for the use of staff and children who may benefit from working in a smaller group or where specific teaching programmes are delivered.

The school hall has a hall which is sound proofed to stop excess noise and echoes.

The school has a range of ICT programmes available for pupils with SEN in addition to IPADs, headphones, computers, laptops and interactive whiteboards installed in every classroom. We also have a large keyboard and mouse which can be used if required.

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 advocates that early identification of children with special and additional needs is essential. The class teachers use observations and other assessment techniques to alert parents/guardians to any concerns and start the journey of working together to help the child achieve their potential. The Reception class staff carry out home visits prior to the children starting school and this is often where concerns and information are shared.

The school has a monitoring stage in its system for identifying children who have additional needs. The class teacher completes a cause for concern sheet which specifies what the perceived difficulty is and what actions have been taken to address the needs. At this stage parents are informed and asked to ensure that their child has had recent sight and hearing tests so that these reasons can be ruled out.

The class teacher and the SENCO assess and monitor the children's progress usually over a period of a term. However this period can vary according to the individual needs of the child.

The school has allocated funding for a specialist teacher to help in the observation and assessing of children. Children can be screened for dyslexia and dyscalculia by the specialist teacher. This teacher also uses assessments to identify speech and language, behavioural and memory difficulties. The specialist teacher is qualified to carry out these very detailed Standardised tests and the SENCO uses this information to feed to class teachers and to parents and to plan appropriate interventions.

In the case of children with hearing impairments, visual impairments or medical needs equipment and training is provided by the NHS for example diabetes training.

The school staff have received First Aid training. This training is updated regularly to fulfil legal requirements. The school nurse provides training for other medical conditions as the need arises.

Teaching assistants are allocated to each class and are very experienced in meeting the needs of SEN pupils. They have the support of the SENCO and the specialist teacher, and work under the direction of the class teachers.

Teaching assistants have had training in Reading Recovery, dyslexia and speech and language programmes. Other teaching assistants have had extensive experience of meeting the needs of ASD children and are competent in implementing sensory stories, visual timetables and predicting where a child may experience anxiety and distress and are able to take appropriate steps to prevent this.

When sitting examinations, for example the Year 6 SATs, the children can be supported one to one, have timed breaks, be granted additional time or be in a quiet setting to avoid distractions.

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

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

IEPs are produced termly depending on the circumstances and pupil and the school operates an Open Door policy with regards to any concerns a parent may have. Individual weekly staff surgeries give all parents the opportunity to make appointments to meet with the class teachers or discuss concerns.

Pupil's progress is monitored at least termly throughout the school on the school tracking system. Pupils with SEN are monitored by the SENCO and also on the provision maps. The SENCO has a weekly surgery where she is available at an after school time for parents to make appointments if they have concerns or updates to share. She also hosts a forum for the parents of SEN children. This is an informal gathering to discuss current developments relating to SEN provision in our school.

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

The headteacher and staff carry out school risk assessments on the building and curriculum activities annually and additional risk assessments for educational visits. Any additional needs are considered before a visit is planned.

If required a handover is carried out by the TA or class teacher to the parent or guardian. The school uses a variety of ways of communicating with parents for example a daily diary or regular chats and phone calls to fit in with their needs as well as the child's. School also had a texting and email system which can be used.

There are allocated parking areas by the school for pick up and drop off points for those children who have additional needs.

The headteacher and the senior leadership team oversee each lunch break in addition to lunchtime support staff who also support children in the dining hall and play areas.

Each class has a teaching assistant who supports the class teacher each morning and some afternoons. If classes have children with additional needs, extra teaching assistant support is provided. Pupils are taught to respect each other's differences in PSHCE. Through the PSHE curriculum, the children learn about the importance of promoting positive relationships.

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 medicine is recorded in a medicine folder along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their care. Care plans are passed on to the relevant class teacher and support staff and the master plan is kept in the medical needs records.

All support and teaching staff are kept regularly up to date with what action to take in the event of an emergency. In addition diabetes and epipen training has been provided by the School Nurse or other NHS professional to ensure that the relevant staff are aware of the appropriate action or medical procedure applied.

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 Prospectus and website contain details of all staff currently employed by the school.

The School operates an Open Door policy and has two parents evenings a year to provide opportunities for parents to discuss the progress of their child.

A parent questionnaire is also provided for parents to record their views and suggestions.

The headteacher has run a parents forum where parents were able to discuss any issues which arise and give feedback to the school.

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

There is School Council and an Eco Council for pupils to contribute their own views. Speaking and listening has a high priority across the school and pupils are encouraged to express their views and listen and respect those of others.

Parents and carers are encouraged to have their say in Parents' Evenings, Annual Reviews, and IEP reviews.

Children are supported as necessary and a variety of outside agencies are welcomed into school including speech and language therapists, occupational therapists, physiotherapists and CAMHS staff, social care professionals amongst many others.

The SEN Governor is an active in liaising with the SENCO, is familiar with how SEN operates in the school and is fully conversant with new legislation.

The school liaises closely with the school nurse to support pupils who may need help for their identified need or when their family needs support as a unit.

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

The class Teacher or headteacher can offer help with forms if this is required.

There is a Community Notice board which contains additional information about upcoming events or general information eg Drop in Centres etc.

The school has held regular e safety workshops for parents and pupils to attend.

If a pupil required a Travel Plan to get to and from school this would be addressed by the SENCO and headteacher.

Transition to Secondary School

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

What the school provides

There are strong links to local High Schools. In particular there are regular taster sessions organised by Longridge High School. We are also a feeder school for Archbishop Temple School. Other schools links are organise through shared assemblies and Longridge Cluster projects.

The SENCO is proactive in liaising with High School pupil and organising extra visits and timetables for those children who need it to ease the transition from Year 6 to High School.

The school is also diligent about passing on information to the High School SENCOs and Year 7 leaders.

Work is done wherever necessary to look at timetables, personnel and the layout of the High School to help those children who are on the autistic spectrum or just need extra reassurance.

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

Grimsargh St Michael's operates a daily Breakfast Club and After School Club.

There are opportunities for pupils to take part in weekly sport activities including tennis, football and netball.

A range of sports is offered by the Sports Leader who has been appointed using the Government's allocation of funding for Physical Education.

Teachers and other staff also run an extensive range of clubs ranging from art and cookery clubs to choir, chess, Bible fun and board games. Outside providers also enhance the opportunities that all children are offered and there have been a range of clubs offered according to demand including drama, dance and sewing as well as judo and eco club.

The school makes every effort to ensure that all children can attend these clubs and the headteacher has put into place arrangements to ensure that all pupils whatever their financial circumstances are able to access the clubs they wish to attend.

Efforts are always made by staff and outside providers to include and support vulnerable pupils when they take part in club sessions.