



SEN and Disability

**Local Offer: St George's Primary
School 2022/2023**

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?

Due to the age and location of the building, the school is built on two levels. Not all areas of the school are currently wheelchair accessible. The top floor of the building can be accessed externally using a wheelchair. There are no internal wheelchair friendly routes to the top floor. There is one room midway up the stairs that is completely inaccessible to wheelchair users. There is one disabled toilet (adult) and two disabled parking spaces.

- 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? Where appropriate, relevant actions are taken to ensure children full access to learning.

Currently, some staff in school have been trained in the use Makaton and use this to support some children with additional needs. The whole school signs the school and lunchtime prayer. School access speech and language advice from Lancashire to meet the needs of individual children. We take advantage of training available to all Lancashire schools. PECS are used in some classes to support the children's understanding of instructions and daily routines. Where English is not a child's first language, we use pictures, symbols and apps to translate. Parents and families with additional needs are supported via phone calls and meetings in school to ensure they can access and interact with all the relevant information. Letters can be translated where needed.

- 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?

Visual timetables are used to support children and classrooms are designed in a way to support independence – all areas are accessible to children and adaptations are made where necessary. Some staff wear PECS to support children with limited verbal communication. Makaton signs are also used.

- Do you have specialised equipment (eg; ancillary aids or assistive technology?) School currently has no specialised equipment. We purchase or hire equipment where needed to meet the needs of the child.

Teaching and Learning

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

School has two designated SENCOs, Nicola Cook and Michelle Johnson who work together to ensure provision for all children. The SENCOs are Assistant Headteachers of the school. Through observations, independent tasks and formal assessments, there is early identification of children with additional needs. Once identified, a child's needs are discussed with parents and both parents and school work together to ensure that there is provision made to meet needs. We may then use outside agencies such as specialist teachers to assess needs and make recommendations.

- What additional support can be provided in the classroom?

Classrooms are made fully accessible for all children. Teachers and TAs access regular SEND training to ensure provision is in place for all children. We work closely with Inclusion Solutions and their team of specialist teachers to ensure our classrooms meet the needs of our children. Depending on the needs of the child we also:

- Use ability groupings or mixed ability groupings to provide support in some lessons
- Use Seasaw to verbalise instructions/ verbally record outcomes
- Use manipulatives and other equipment to scaffold the learning
- Provide writing frames and word banks
- Use support staff to provide additional support or challenge
- Pre-teach vocabulary to support access to the lesson
- Use visual prompts to support a child's understanding
- Use varied questions types in order to scaffold or deepen understanding
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- 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)

We work closely with external agencies to ensure all our children have the resources they require to access the curriculum. Inclusions Solutions provide specialist teachers that the school uses to assess and give advice on how best to support children. We also access provision from Lancashire including Speech and Language Therapists, Occupational Therapists and Physiotherapists. The Chorley Inclusion Support Service provides Assistant Educational Psychologists to advise the school on how best to support children with SEND to develop independence.

- What SEND and disability and awareness training is available to all staff?

All staff receive regular SEN and disability and awareness training. While we have no specific specialism within the school, and work very much on a respond to need basis, we draw heavily on the support of external agencies. Staff attend relevant LA courses,

we work closely with LEHS (Lancashire Emotional Health in School Services) and the SEND Traded team who provide regular staff training. We also visit other schools with experience in the area of training need and invite staff from those schools in to provide us with advice and support.

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

Emotional Literacy Support Assistant

Makaton trained staff

Mental Health (Thrive) coach

Team Teach trained staff

SENDCo Award

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

All staff in the school are responsible for children with SEND. Staff training needs may differ depending on their role. We work closely with outside agencies to provide staff training such as speech and language training, Team Teach, Makaton, autism, Thrive. Need specific training is also provided where required or when requested by the staff member. The SENCO leads regular SEND staff meetings.

- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

When children are taking assessments such as SATs, all appropriate formal guidelines are followed. Applications are made for extra time or a reader or scribe where appropriate. We think carefully about the needs of children with SEND and how they can be supported to reach their full potential.

- 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?

Both SENDCOs have a sound knowledge of the children in our care with additional needs; our planning ensures that, as a school, all staff involved in their care are fully aware of their level of support. We plan, too, for the future and ensure that interventions are timely and tailored correctly (1:1 or group) and that there are resources available to meet needs. Individual provision maps and IEPs detail what is put in place for each child.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

Review Meetings are held annually and parents also attend regular Parents Evenings and Class Call Ins. In addition, the school operates an open door policy and all parents are welcome to come and talk to the class teacher or SENCO should they have any additional concerns. Parents are sent copies of IEPs and evaluations each term. They

are encouraged to comment on the IEPs and speak to the class teacher or senco if they have any questions.

- What arrangements are in place for children with other SEN support needs?
IEPs (Individual Education Plans) and provision maps are reviewed on a termly basis in partnership between the child, the Class Teacher, Support teacher, SENDCO, and outside agencies. They are discussed with the parents and their views are taken into account. Copies of new and evaluated IEPs are sent home for parent reference. IEPs are available to all staff in school. Within the classroom they are treated as a working document. All staff use and refer to IEPs and annotate to evaluate and inform future planning. Parents and children are encouraged to make a comment on the IEP.

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

Along with all children in our care, progress is tracked using a Whole School tracking system, pupil progress meetings take place termly and progress of each individual is tracked. Where a child has one to one support, the support teachers, too, are invited to the meetings. Like all children in our care, we have high expectations and children with additional needs are expected to make progress against their baseline. Children's additional needs and arrangements are documented on their individual provision map as well as their class/year group intervention timetable which gives the SENDCO opportunity to see extra provision that is being used and to track the attainment and progress of these children, therefore ensuring intervention is beneficial. We also draw on the expertise of Educational Psychologists and specialist teachers who help us identify specific targets once we have identified a child with additional needs. They also signpost us in accessing support and guidance should it be needed. Our Educational Psychologists liaises closely with the child, the class teachers, SENCO and parents and their advice informs IEPs or EHCP applications where appropriate.

Keeping Children Safe

How and when will risk assessments be done? Who will carry out risk assessments?
The school has a rigorous policy for carrying out and implementing risk assessments. Risk Assessments are a working document. All Policies are reviewed annually.

- What handover arrangements will be made at the start and end of the school day?
All KS1 children are handed over to an adult at the end of the day. No KS2 child may leave the school grounds at the end of the day without an adult. There is a member of staff on the KS1 doors and KS2 doors/gates at start and end of every day. Children with communication difficulties may have an extended handover where their support assistant shares any relevant information with the parent.

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

Parents are asked not to park on the school carpark for the safety of the children. There is, however, two disabled bays that parents with a disability or parents of a child with a disability are welcome to use. There is parking on the roads close to the school.

- What arrangements will be made to supervise a child during breaks and lunchtimes? Welfare staff supervise the children at break times and lunchtimes. Correct staff to child ratio during these times is always adhered to. In some case, a child may require 1:1 support at break and lunchtimes. This would be identified in the their EHCP and arranged accordingly.

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

Risk assessments are in place and continually updated for outdoor lessons within the school grounds. All PE equipment is regularly checked by the appropriate specialists. The School has 3 trained EVCs who work together with staff when organising trips.

- Where can parents find details of policies on anti-bullying? Details of our anti-bullying policy is available on the website.

Health (including Emotional Health and Wellbeing)

How do you manage safe keeping and administration of medication?

School has a rigorous policy for safe keeping and administration of medications. In line with all our policies, it is reviewed annually.

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

We work closely with our families to draw up relevant care plans in consultation with the class teachers, teaching assistants and school nurse (where appropriate). Where a child's medical needs require a complex care plan, we rely heavily on the support of external agencies. This is then shared with the relevant staff who are working with that child and stored alongside their medication.

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

In the case of a medical emergency, the school has a vigorous and rigorous policy which is activated. Where there is a medication emergency, we would call 999 and parents.

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

We would draw on the support of outside agencies where necessary as we have no medical specialism within school. Relevant specific training would be given where necessary. Many of the staff are trained in paediatric first aid. This includes training in the use of epi-pens and inhalers. In addition, we have annual diabetic training for staff.

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

We are unable to offer health or therapy services on the school premises. We would seek advice from outside agencies where these are requires and put provision in place to meet the child's 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?

Before starting school, there is an induction meeting for new parents where they meet all staff. School website identifies SENCOs and SLT should parents have concerns about their child. The Designated Safeguarding Leads and Deputy Safeguarding Leads are identified at the entrance to school.

- 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)?

Termly class letter identifies class teacher and TAs and encourages parents to contact school at earliest indication of any problem. The school runs an Open Door policy and parents are welcome to speak to members of staff at either side of the school day. School also uses SeeSaw which allows parents to see their child’s work in school and has a messaging feature which enables parents to contact class teachers directly.

- How do you keep parents updated with their child/young person’s progress?

Parents are updated on their child’s progress via parents evenings (two a year), class call ins (three a year) and reports (one formative and one summative). In addition, parents of children with IEPs receive a termly update in the form of the evaluated IEP.

- Do you offer Open Days?

We do not offer open days but prospective parents are invited to book a walk round at a time that suits them.

- How can parents give feedback to the school?

Parents are encouraged to give feedback to the school, this can be done as part of a meeting, a formal letter, an email or regular parent surveys.

Working Together

What opportunities do you offer for children to have their say? e.g. school council

School has a School Council, made up of two representatives from each year group from Year 2 upwards. There is also an Ethos Group which operates in the same manner. School also have an active Eco-group. A weekly newsletter is issued to which children regularly contribute. In addition, children have the opportunity to complete a PAQ annually. We also have an ‘ask-it basket’ located in the library for children to ask questions without having to approach an adult first. Children also use the school radio to share any news and discuss current topics.

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

Parents are welcomed into school and we operate an open-door policy. Parents evenings are also an opportunity to share views. Parents are encouraged to complete

the parent comment on reports and IEPs. All families receive a weekly newsletter via email and information about school events is shared on the school's website and facebook page. Parents are welcomed into school to hear readers, help out in classes and go on trips with the children.

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

We have a PTFA to which all parents are warmly welcomed. Events are always advertised on the School Newsletter (which is also available on the school website) and the school's facebook page. The PTFA organises both a Christmas and a Summer Fair each year. Parents are also warmly invited to get involved in school projects such as developing the school grounds. All parent governor vacancies are advertised on the school website. Parents are often invited into school to share their expertise e.g. as part of a focus week on Science we had a number of parents who work in the industry come in to deliver workshops/talks with the children.

- 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?

The Governing Body is fully supportive of the school including its work for pupils with additional needs. A home/school contract is signed by all parents as their child starts school.

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?

Yes, the senco supports families completing paperwork if needed. For example, parent view forms.

- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?

The SLT team (which includes both SENDCOs) can signpost parents to a number of agencies. There is also information about support for families on the school website. Families are encouraged to speak to a member of the SLT should they require support.

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

Travel plans are not something that the school usually supports with. Again, school would need help and support from outside agencies should a travel plan need to be put in place.

Transition to Secondary School

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

School have a transition policy which follows the normal pattern of transition (visits to schools, meetings with new staff) but puts in place additional visits and activities, dependent on the child's individual needs. Where a child usually accesses 1:1 support in school, their support assistant may attend visits with them to support transition. The senco meets with high school sencos wo pass on all information for the children on the SEN register.

Extra Curricular Activities

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

School has a breakfast and after school club that can be attended by all children in school. The school runs a number of after school activities. A private holiday club uses the school premises during the holidays to which our children are welcome.

- What lunchtime or after school activities do you offer?

Do parents have to pay for these and if so, how much?

A range of lunchtime and after school clubs are offered. Where these services are bought in, there is a nominal fee. The majority of clubs have no charge.

- How do you make sure clubs and activities are inclusive?

All clubs and activities at St George's are fully inclusive. Where school recognises that a club might benefit a particular child and that parents may not be able to meet the cost, the cost is waved. School will use additional adults to support in a club where they feel this would help a child be included.

- How do you help children to make friends?

The school operates a buddying system, playground buddies and pro-active welfare staff who involve children in games and activities. Discrete PSHE lessons aimed at making friends are taught and where there is an issues targeted intervention is given. Social stories are also used to help those children who find making friends difficult. Children who require further support with social skills can take part in lego therapy or Green Zone group which focuses on developing listening and conversational skills.

Feedback

How can feedback be given, state options available i.e. web site, telephone, email
Feedback is welcomed.

Feedback can be given in person to a member of the SLT, via an e-mail or via a phone call. Parents are always welcome in school.

- What will happen once feedback received.

Feedback will be discussed with SLT and the relevant steps taken. The chair of governors may be informed

- How you will respond to feedback.

Feedback will be acknowledged and if further action is required a meeting will be held to discuss outcomes.