SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Slyne-With-Hest St Lukes

School Number: 01029

Lancashire County Council

www.lancashire.gov.uk

School/Academy Name and Address	**Slyne-with-Hest St. Luke's Church of England Primary School** **Shady Lane** **Slyne, Lancaster**	**Telephone Number**	**01524 823505**
		Website Address	**www.slyne-with-hest.lancs.sch.uk**

Does the school specialise in meeting the needs of children with a particular type of SEN?	**No**		**If yes, please give details:**

What age range of pupils does the school cater for?	**4-11**		
Name and contact details of your school's SENCO	**Mrs Katherine Waterhouse**		
Contact telephone number	(01524) 823505	**Email**	k.waterhouse@slyne-with-hest.lancs.sch.uk

Accessibility and Inclusion

- The school is 70 years old and built on two levels.
- There is access to the lower level KS1 and the offices via the school office door and access to upper level KS1, KS2 and hall is via the Y3/Y4 door.
- Many of the doors and corridors would only accommodate a standard size wheelchair.
- The adult toilets are all on the upper level and the disabled toilet whilst fully equipped the accessibility is approached by a standard width corridor.
- Accessible disabled parking gains entrance to the lower level KS1 and school offices and there is limited access to the Y3/Y4 door. When we are notified that a visitor who has certain needs is coming we make sure the correct number of staff are available to assist.
- Furniture is modern and of suitable height appropriate to the age group of children being taught in that classroom.
- Key information is available on the school website and available in different forms when required from the school office.
- We accommodate pupils' different needs accordingly by providing specialist equipment and input.
- Provision for children is accessible as learning is structured to individual child's needs eg. visually impaired, hearing impaired, emotional and

behavioural and autistic spectrum through the use of external advice and relevant resources.

- The school has a range of ICT programmes for pupils with SEN in addition to Ipads, headphones, computers and interactive whiteboards installed in every classroom.
- We have previously used a Visiobook and equipment for learning Braille for a visually impaired pupil and audio equipment for a pupil with severe hearing loss who have both now moved to secondary school. These were provided by Lancashire County Council.

Teaching and Learning

- Some children will come to Reception class with physical or medical needs. They may be visually impaired or hearing impaired or may have learning difficulties which have been identified in pre-school which will be continually assessed and monitored. Support is arranged prior to the child starting school to allow for a smooth transition.
- Baseline assessments are used in Reception class as early indication is vital. Throughout KS1 and KS2 close monitoring and on-going teacher assessments track pupils' progress.
- The class teacher and the SENDCo inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- In house assessments are undertaken by the SENDCo/Class Teacher and specific detailed assessments are bought in as and when required.
- Every class has a class Teaching Assistant that supports the general learning of all pupils and we also have Teaching Assistants that work to support children's individual needs.
- The majority of our training has come from specialists coming into the school and our SENDCo has completed the National Award for SEN Co-ordination. Our headteacher has also previously been a SENDCo in three settings.
- We buy in support when required from Lancashire Traded Services or Inclusion Solutions (MLD,SPLD,VI,HI,ASC counselling) and also receive support when required from Stepping Stones Short Stay School for SEMH.
- When sitting examinations children with SEN can be supported in various ways eg. application for additional time, rest breaks, use of a reader in certain subjects, scribing and sitting exams in a smaller setting.
- The SEND class provision maps records the type of intervention a pupil is receiving and the duration of the intervention. The SENDCo tracks the 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 SEND.

Reviewing and Evaluating Outcomes

- All parties concerned with the child are asked for reports and to attend the annual review of EHCPs eg. Speech and Language Therapist, Physiotherapist.
- Pupils and parents are asked for their views and parents receive copies of all the relevant paperwork concerning their child.
- Pupil Passports are produced termly
- The school operates an Open Door policy and parents can contact the SENDCo to make an appointment when necessary.
- Pupils' progress is monitored throughout the school using Lancashire E-Tracker, termly assessments and input from Class Teacher/Teaching Assistant.
- The overall progress of a child with Special Needs is monitored internally using our tracking systems and the progress of all pupils including specific groups is monitored externally via documents such as the IDSR.

Keeping Children Safe

- Generic whole-school Risk Assessments are carried out annually by the Headteacher eg. swimming, trips to Church, building related.
- Subject Specific Risk Assessments are carried out by the Headteacher/Subject Co-ordinator eg. Science, DT
- Class Teachers complete the Risk Assessments for any Educational Visits or off-site activities using Lancashire Evolve.
- General handover procedures are dependent on the age of the child. However, if a child requires it a member of staff will act as a key person to handover. If the needs of the child require, there are parking facilities on the school site only for dropping off/collecting.
- During morning and afternoon break there is always a Teacher and Teaching Assistant on duty and a designated member of staff may accompany an individual child as needed. At lunchtime a team of Welfare Staff are supported by Teaching Assistants who are supporting individual needs.
- Careful attention is made to ratios on school visits and children with specific needs have adult support identified.
- Parents can access the anti-bullying policy via the school website or on request from the school office.

Health (including Emotional Health and Wellbeing)

- If a child needs regular and ongoing medication this would be indicated by their care plan and members of staff assigned/trained in this aspect.
- Medication is stored in a locked cabinet.
- Care plans are passed onto the relevant Class Teacher and the master copy is kept in SEND records.
- The school policy states that children on short term courses of medicine eg. Antibiotics can have a temporary care plan put in place which states that the medicine can be given by a member of staff.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. All staff are First Aid trained. In addition Epipen training has been provided and five members of staff have training in paediatric first aid. Six staff members have also received training on how to administer insulin to support children with Type 1 Diabetes.
- The school has a defibrillator on site.
- The School Nurse can be contacted via the school office and after referral we also have access to other specialisms such as Speech and Language Therapy, Physiotherapy and Audiology.

Communication with Parents

- The school website contains details of all staff currently employed by the school.
- Pupils receive termly targets and an annual report.
- Pupils passports are sent to parents each term.
- Every year there are two parents evenings and an open evening.
- A Parental Questionnaire is sent out annually with the child's report and feedback is also gratefully received via the drop in sessions, email or the school office.

Working Together

- There is a School Council for school specific items and a Rotakids group for the local community agenda for pupils to contribute their own views.
- Pupils can also make comments during class circle time and by the use of the Pupil Attitude Questionnaire.
- Parents can have their say via the drop in sessions, meetings with class teachers, parents evenings, annual review meetings, pupil Passports reviews or informal contact via email or the school office.
- Parents can get involved with Friends or elections for Parent Governor when a post becomes vacant.

- The Governing Body facilitates and supports the SENDCo eg. by setting aside appropriate funds for buying in traded services
- Home school agreements are in place to support all children including those with Special Needs.

What help and support is available for the family?

- The SENDCo can offer help with forms if this is required eg. EHCP reviews, Early Help assessments, referrals.
- The school has noticeboards in the reception on which specific information on local groups are displayed and the school can also redirect to relevant websites if required.
- If a pupil required a travel plan to get their child to and from school this would be dealt with by the Class Teacher, SENDCo and Headteacher.

Transition to Secondary School

- Each year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the local schools visit to help ease the transition from Year 6 to Year 7.
- When a child has specific Special Educational Needs additional visits can be made where a member of school staff will visit the setting with a child and additional preparations made for transition eg. taking photographs, looking for rooms etc.
- Members of Secondary Staff are invited to SEND transition meetings for children in Year 6.

Extra Curricular Activities

- The school provides before and after school childcare.
- There are opportunities for a wide variety of after school sporting activities eg. football, cricket, rounders, netball, cross country. There is also a school choir, band and peripatetic music lessons (woodwind, brass, strings, guitar). The clubs are available to all pupils in the designated age range assigned to that activity and there is a charge for some eg. music lessons.
- Other clubs are arranged via external providers from time to time eg. Mad Science, Jennifer's Street Dance.
- To help children make friends they are encouraged to participate in the clubs and activities provided, Year 6 pupils act as buddies during lunchtime and there is a 'Friendship Stop' on the playground.
- The importance of friendship is also reiterated in PHSE work in the classroom and termly 'Values' Assemblies.