



## **SEN and Disability**

### **Local Offer:**

### **Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

<b>School/Academy Name and Address</b>	<b>Lytham CE Primary</b>		<b>Telephone Number</b>	<b>01253 736900</b>
	<b>Park View Road</b>		<b>Website Address</b>	<b>www.lytham.lancs.sch.uk</b>
<b>Lytham</b>				
<b>FY8 4HA</b>				
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>		
	<b>No</b>			
<b>What age range of pupils does the school cater for?</b>	<b>4-11</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs Rachel Gelder – Associate SENCO</b>			
	<b>01253 736900</b>			

<b>Name of Person/Job Title</b>	<b>Mrs Helen Willott – Named SENCO</b>		
<b>Contact telephone number</b>	<b>01253 736900</b>	<b>Email</b>	<b>head@lytham.lancs.sch.uk</b>

### **Promoting Good Practice and Successes.**

I confirm that our Local Offer has now been published on the school website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<b>www.lytham.lancs.sch.uk</b>		
<b>Name</b>	<b>Lytham CE Primary School</b>	<b>Date</b>	<b>16/01/19</b>

## Accessibility and Inclusion

### What the school provides

- We are a church school where all children are treated as unique and are treated equally despite their needs. Our mission is to inspire children to reach their full potential within a caring Christian Community, where family values provide the foundation for all our learning.
- The school building is fully wheelchair accessible and is built on one level with no stairs. All doorways and corridors are wide enough to allow for wheelchair access. Disabled toilets are provided and can accommodate wheelchair users. Car parking spaces can be designated for disabled use should this be required. We also have a number of staff trained in moving and handling. Furniture is modern and of a suitable height appropriate to the age of the children being taught in that classroom. Where necessary specialist furniture can be accessed. The school has an accessibility plan available on request.
- School information can be found on the school website, through email access or paper copies by request through the school office. Weekly information is provided through the school newsletter. Policies are available through the school website and can be requested through the school office. Classrooms are well labelled using words and pictures to ensure that children can access resources independently. Visual timetables are also provided when required.
- The school has a range of ICT programs for pupils with SEN available in the new ICT suite and also within the classroom. Headphones, netbooks, computers and interactive whiteboards are installed in every classroom.

## Teaching and Learning

### What the School Provides

- Teachers plan to meet the needs of all the learners in their classes. They do this by looking at where the child is in their learning, where they need to move on to and how they can be enabled to do this. Children are very much seen as individuals and learning is therefore tailored to their individual needs. This can often mean that a variety of teaching styles are used, along with many different resources, approaches and equipment to support differentiated activities.
- Pupil progress meetings are held to track the amount of progress each child has made in maths, reading and writing. Concerns about progress are challenged by the Senior Leadership Team and the reasons are discussed and if necessary acted upon. Any extra provision that is in place is evaluated and adjusted accordingly in conjunction with the parents, class teacher and SENCO. Where appropriate outside agencies are also involved.

- Staff always try to maintain an open dialogue with parents. We have an open door policy and parents are encouraged to drop in to speak with staff. Any concerns either side can be considered quickly and effectively. If it is decided that an assessment is required to identify specific areas of support, school buys in the services of outside agencies, such as Specialist Teachers, Educational Psychologists, Shine Therapy Services etc.
- We have the ClassDojo system in place where parents and teachers can communicate through messages but also where teachers can log incidents of good and poor behaviour so that parents are made aware.
- We have excellent links with SENCO's from the local secondary schools which ensures that at key transition times, close liaison can ensure a smooth transition between ourselves and the chosen secondary school of the child.
- SEN and disability awareness training is provided by the school nurse or other outside agencies when required.
- Each class has at least one teaching assistant (TA).
- We have a full time Family Learning Mentor (FLM) in school who works closely with children and parents to support children and the whole family. She is trained in the Solihull Approach model of containment, reciprocity and behaviour management. Through her role in school she has accessed a wide range of training incorporating Safeguarding (at DSL level), behaviour, social and emotional development, nurture and nurture settings. The FLM is also trained as CAF champion and advises and supports not only our school but other local schools. Through our FLM we have strong links with CAMHS and other outside agencies.
- The FLM and SENCO are trained as Youth Mental Health First Aiders, ensuring that children's mental health needs are catered for.
- We also have a teaching assistant (TA) trained in Speech and Language. She runs groups and 1:1 sessions with children in liaison with the Speech Therapists.
- All teachers and TA's are appraised and training needs are identified through this process. A number of staff have received training in areas such as delivering physiotherapy, resilience, ASD and behaviour support and supporting learners with dyslexia and Down's Syndrome.
- Most of our staff are first aid trained, some with a paediatric qualification. A number are also trained in the administration of Epipens.
- We buy in support from Specialist Teachers and receive support when required from Stepping Stones Short Stay School.

- When sitting tests, children with SEN are supported in a number of ways, e.g. 1:1 support, rest breaks, application for additional time or a reader where allowed. Scribes can also be provided as can the opportunity for a child to sit the test in an appropriate area.
- Provision mapping is well established and TAs are used to target specific needs, predominantly within classes, but in some cases as individual or group withdrawals.

## Reviewing and Evaluating Outcomes

### What the school provides

- Each child on a statement / EHCP has an annual review meeting. Parents and other professionals involved in the care of the child are given 6 weeks' notice of the meeting and asked for their contribution in written form if they are unable to attend the meeting. Their attendance is of course desirable in order to give verbal input at the meeting.
- The child is also asked to contribute to the review and express his/her feelings of how they feel that they are doing and what they hope for in the future. This will be done either verbally, in written format or through the use of IT or another format the child is comfortable using.
- A summary is provided for all involved after the meeting has taken place. This highlights targets for the future, any actions to be taken as a result of the meeting and recommendations about any changes in support going forwards. Amendments are then made to the statement / EHCP.
- The school has a monitoring system in place to evaluate the effectiveness of any provision put in place for all SEN children. This includes progress meetings, monitoring and tracking of intervention programmes, talking with pupils and staff and evaluating provision maps and Individual Education Plans.
- The school keeps a regularly updated list of all children who have additional needs in school and who require extra help / support. This list is updated termly and children's progress is evaluated. The provision for that child is reviewed to see if it is effective and impacting on the pupil's progress and is adjusted accordingly.
- Each child with additional needs has an Individual Education Plan (IEP) which summarises the child's strengths and also targets for development. It then outlines the support in place for them to help achieve their targets. These plans are written by the class teacher and pupil, with input from the SENCO, TA's and parents as appropriate. IEP's are monitored regularly and reviewed on a termly basis.

## Keeping Children Safe

### What the school provides

- The Head and other members of the Senior Leadership Team (SLT) complete whole school risk assessments annually e.g. for trips to church, swimming etc.
- Class teachers complete risk assessments for any educational visits of off-site activities using Lancashire Evolve. These are monitored by the EVC coordinator.
- Subject specific risk assessments are carried out by the Head / subject leaders as required. E.g. DT, Science etc.
- Careful attention is made to child/adult ratios on school visits and children with specific needs have an appropriate adult identified.
- General handover procedures are dependent on the age of the child. However if a child requires it a member of staff will act as key person to handover.
- During morning and afternoon break, there is always a teacher and teaching assistant on duty. Additional staff supervise children with SEND where appropriate.
- At lunchtime a team of welfare staff are supported by teaching assistants who support the children with additional needs where appropriate.
- Parents can access the anti-bullying policy via the school website or on request from the school office.
- DBS checks are carried out on all staff in school.
- There are Designated Safeguarding Leads (DSL) in school lead by the Head teacher. Training is updated regularly for all staff and governors.
- Regular Health and Safety audits take place.
- Whistle blowing policy in place.
- Door Lock system in place.

## Health (including Emotional Health and Wellbeing)

### What the school provides

- The school has a medicine policy which sets out how medicines will be kept and administered in school. This policy is available through the school website. Only when medication is accompanied by a letter of authorisation, signed by the parent / carer can medicine be given in school.
- Training provided to staff required to support a child with specific needs.
- If a child has a long term medical need e.g. insulin, inhaler, epipen etc., then the administration of this would be agreed with parents, school and school nurse and set out in their individual care plan.
- Parents, SENCO, class teacher and school nurse and any other relevant agencies meet to discuss the needs of the child and to formulate a care plan.

This plan is then shared to all staff, including welfare staff. A copy of the plan is then available in the classroom for reference and filed in the SEN file.

- The care plan outlines the emergency procedures required if there is a medical incident in school and any other requirements that the child might need to ensure their safety and wellbeing during their time in school.
- The school nurse regularly updates staff on training needs. Various staff have specialisms in school such as Speech and Language Therapy, Mental Health Dyslexia and there is also a Family Learning Mentor available.
- Fire alarm training and regular testing is carried out.
- Staff are regularly updated on first aid training.

## **Communication with Parents**

### **What the school provides**

- School staff are listed on the school website alongside the class they teach and their area of responsibility. These are also displayed within school. All contact details are available on the school website.
- The school operates an 'open door' policy and staff always try to make themselves available to parents either in person or over the phone.
- The ClassDojo system is available as another means of communication between staff and parents. Issues of both concern and praise can be communicated.
- New reception parents are invited to attend an induction evening in the June before their child starts school, where they can meet staff and vice versa.
- Children have the opportunity to visit the school on a number of occasions through induction sessions.
- The induction process also includes home visits and talking to local nurseries / preschools.
- Children who have already been identified as having additional needs by their nursery / pre-school, are invited to a transition meeting before the child starts in September.
- Children who have IEP's have termly meetings with the class teacher to discuss the progress being made towards their targets and to set the future priorities for the child.
- The school holds two parent's evenings each year and produces an end of year progress report for all children.
- The school has two 'open afternoons', one in the autumn term for prospective families and one in the summer term for our existing families.
- Throughout the year there are many activities that parents, carers and grandparents have the opportunity to participate in within school such as Harvest, Christmas, Easter and various special assemblies.
- The school has a pastoral support facility, 'The Blue Room' run by the Family Learning Mentor.

## Working Together

### What the school provides

- The school has a very active team of Learning Ambassadors who enhance the learning opportunities for their peers and act as a voice for all pupils. They meet on a regular basis and have their own notice board in school. There are also suggestion boxes around school which are monitored by the school council.
- Older children act as friendship buddies, and also reading buddies for the younger children. Older children also act as play leaders (PALs). All of these roles instil in the children a sense of responsibility and a commitment to helping others.
- The children have an opportunity to complete a pupil questionnaire each year as another means of sharing their thoughts and ideas about how school can be improved in the future.
- We have very close links with St Cuthbert's and St John's churches. The associated Vicars spend time in school on a regular basis.
- The school has a very active PTFA who work very closely with the school to fundraise and provide social events.
- There are currently two parents on the Governing body and elections are held when a vacancy arises.
- Parents and grandparents are welcomed into school to help with many aspects of school life, including joining children on school trips.
- The school has a pastoral support facility called 'The Blue Room' run by the Family Learning Mentor. Parents are welcome to drop in and see her should they require to.
- We issue Home / School agreements to all families.
- The nominated SEND Governor works closely with the school.
- Strong links have been established with the local children's centre to provide support through school and for families.
- Parent's evenings and regular review meetings for SEND children provide parents with opportunities to raise any concerns or queries.

## What help and support is available for the family?

### What the school provides

- Support is available from the class teacher, SENCO, or Family Learning Mentor to help parents with filling in forms and paperwork.
- The Family Learning Mentor is available to support parents with all social and emotional issues.
- The clergy are available for support when families require it.
- A school newsletter is published on a weekly basis to inform parents of upcoming events. It is also used to signpost parents to other groups, facilities and support that may be available in the local area.

- Travel Plan – The school’s plan outlines how we encourage safe travel to and from school. It also includes how we encourage children to cycle and walk to school and the appropriate road safety training. We also provide older children with Bikeability training.

## **Transition to Secondary School**

### **What the school provides**

- Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local schools visit to help ease transition from Year 6 to Year 7.
- When a child has specific needs, a member of our school staff can visit the new setting with the child and additional preparations can be made to ease transition, e.g. taking photographs and familiarising with rooms etc.
- Members of the secondary school staff and the SENCO are invited to attend SEND transition meetings within our school.
- The class teacher provides transition documents to the high school in the spring term once places are finalised.
- The class teacher liaises with the transition teacher from the high schools to share relevant information.
- The class teacher liaises with the SENCO to share information about children with SEND.
- PSHE work focusses around supporting children with transition.
- Throughout the year, the high schools work on joint projects with school.

## **Extra - Curricular Activities**

### **What the school provides**

- School provides a breakfast club starting at 7.45am and an after school club which runs from 3.30pm – 6.00pm. Staff running the club liaise very closely with the school staff to ensure that there are good communication links and that any issues arising can be addressed. These clubs take place on the school premises and children from age 4 upwards are able to attend.
- The school newsletter is published weekly. Also signposts opportunities for holiday clubs run locally in the area.
- There are a range of extra-curricular activities available for children in our school. Some are available to all children and others are age specific. Some of the activities are run by school staff and are therefore free of charge. Others are run by outside providers so there is a reasonable charge.
- Some lunchtime clubs are run by the Family Learning Mentor to help with social and emotional skills development
- The school also provides opportunities for children to learn a musical instrument. Lessons are provided for clarinet, keyboard, flute, saxophone and

brass. These are provided by peripatetic teachers and a charge is made for lessons and if necessary the hire of the instrument.

- All children in Year 5 are able to learn an instrument in conjunction with the Lancashire Music Service.
- To help children make friends, they are encouraged to take part in the clubs provided.
- The importance of friendship is also reinforced in PHSE work within the classroom and also through assemblies.
- Children entering reception are assigned a buddy from year 6. Buddies also help reception children during lunch in the Autumn term and help them settle into school routines. They also support reception children in various activities throughout the year.
- The school has committed to the sports partnership funding, which enables the school to access further training and offer a wider variety of after school sports clubs, encouraging all children to take part.

## **Feedback**

### **What is the feedback mechanism**

- The school operates an 'open door' policy where parents are encouraged to speak with school staff regarding their concerns.
- Parent's evenings and review meetings also give parents an opportunity to raise any issues.
- The ClassDojo system provides a really effective line of communication between parents and staff.
- Feedback can also be given via the school website, email and telephone.
- Parental questionnaires are sent out throughout the school year and feedback is provided through the school newsletter.
- The Chair of Governors, Mr J Newburn, may be contacted at any time via the school office.