



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St Aidan's CE Primary School**

School Number: **07/007**

School/Academy Name and Address	St Aidan's CE primary school Larch Grove Bamber Bridge PR5 6GX		Telephone Number	01772 337321
			Website Address	www.staidansprimaryschool.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	4-11 years			
Name and contact details of your school's SENCO	Diane Gant As above			

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	Leanne Finch – Headteacher		
Contact telephone number	01772 337321	Email	head@st-aidans-pri.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	http://www.staidansprimaryschool.co.uk		
Name	Diane Gant - SENCo	Date	27/9/22

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

Accessing the school environment

- The school is of a modern build, design and all on one level.
- All internal doorways are on a single level and are wide enough to accommodate a wheelchair if necessary.
- There is wheel chair access to both playgrounds.
- The school has a disabled parking space available.
- All furniture is modern and of a height appropriate to the age of class.
- School has interactive white-boards and laptops in every classroom, including the ICT suite.
- There are a wide range of policies on the school website.
- Written information can be made available in large print if requested.
- Any school policy or procedure is available upon request.

Ongoing monitoring and evaluation of the school's accessibility is carried out and linked to school improvement planning, where appropriate.

Accessing School Information

School information is made available to parents and families through;

- School website
- Prospectus
- Induction welcome pack
- Weekly newsletters
- Home / school communication books (if needed)
- Reading records / Homework diaries
- Text service to parents
- Phone calls
- Annual reports
- Parents evenings

Accessing the School Day

- **Visual timetable used if appropriate**
- **Personalised timetable to support individualised curriculum**
- **Reduced timetable (if required)**
- **Some pupils have their own equipment to support their access to the curriculum.**
- **In support of our curriculum, certain pupils have access to specific pieces of equipment and aids to remove any barriers to learning, for example a pupil with a visual impairment accesses a specialist computer to enhance learning.**

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

- **Pupils progress is carefully monitored by Headteacher, SENCO, teachers and teaching assistants.**
- **Pupil progress is also carefully monitored by our specialist teachers if required. Careful assessment of each pupil can help to identify any needs for additional support, for example the involvement of a therapist**
- **Careful assessment of each pupil can help to identify any needs for additional support.**
- **School has access to a range of outside specialist agencies for support and advice, for example occupational therapists, specialist teachers.**
- **The class teacher informs the parents of any concerns at the earliest opportunity and enlists their help and participation. The SENCO has completed the national SENCO award. She works closely with parents, teachers and outside agencies in order to assess and monitor the children's progress.**

In facilitating access to the curriculum and to develop independent learning, St Aidan's Primary provides;

- **A broad and balanced curriculum that is modified and differentiated to meet the individual needs of pupils.**
- **Personalised curriculums for individuals**
- **Targeted Learning Plans (TLPs) and Intervention Plans (IPs) and Individual Behaviour Plans (IBPs) are drawn up and implemented to help support any**

issues which may arise and that target specific areas in learning.

- Effective use of community and external agencies, for example Hydrotherapy pool
- If a child has sensory or medical needs specialist support is obtained from the school nurse or external specialist agencies.
- When undertaking tests in school children with SEN have access to TA support, can be granted additional time and can work in a small room to aid focus.
- The school has an SEN provision map which records types of intervention and levels of support throughout the school.

Ongoing support and development for staff supporting children and young people with SEN includes;

- Child Protection and Safeguarding
- First Aid training which is updated on a regular basis.
- Diabetes awareness course
- ELKLAN specialist language course.
- MAKATON training
- The teacher appraisal process
- Performance Management for teaching assistants process
- Continuous Professional Development (CPD) opportunities identified and accessed externally
- In house moderation processes

At Aidan's School curriculum;

- Provides access for all pupils to a curriculum that has been tailored and modified to meet the learning needs of the pupils.

Sharing educational progress and outcomes with parents;

- The annual review process ensures that parents are partners in their child's learning and achievements at school
- TLPs / IPs / IBPs are produced and shared with parents on a termly basis
- Annual reports are sent to parents to reflect progress
- Parents are invited to school to discuss the annual report
- Parents are welcome to approach the school at any time to discuss any aspect of their child's education and well being with staff

External learning and teaching offered

The use of external providers to support teaching and learning is successful in enriching the curriculum and personalised timetables for pupils. This includes;

- Access to a wheelchair accessible minibuses
- Inclusive links for pupils in special school settings
- Access to specialist sports facilities in the community, e.g. Bamber Bridge Leisure Centre
- Access to providers able to offer residential experiences for pupils with learning difficulties, dietary requirements and complex needs.

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, pupils and all professionals involved with the child contribute to review meetings which are held on a regular basis.**
- **Review meetings arranged to be as flexible as possible in order to support parents being able to attend.**
- **TLPs / IPs / IBPs are reviewed and updated on a regular basis (3 x per year) and shared with parents.**
- **Pupil's progress is monitored throughout the school and pupils with SEN are also monitored via a separate tracker.**

Pupils with other SEN support needs:

- **Representatives from other agencies are invited to attend as relevant e.g. health representatives, Parent Partnership, CAHMS (Child and Adolescent Mental Health Services), SENDO (Special educational needs and Disabilities Officer).**
- **Reports from other specialists e.g. Speech and Language Therapist.**

How the school assesses and evaluates the effectiveness of the provision made for children and young people with SEN and Disability:

- **On-going monitoring of the achievement of individual targets.**
- **Early and appropriate identification of pupils individual needs.**

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 Head Teacher carries out risk assessment where necessary based upon Lancashire County Council (LCC). Risk assessments produced and implemented include those based on;

- **School premises**
- **Activity specific, e.g. a school event**
- **Educational Visits**
- **Individual pupils/ members of staff**

- Transport
- Healthcare plans

Handover arrangements made at the start and end of the school day are;

- Based on a pupil's individual need.

In staying safe outside the classroom, the school ensures that;

- All educational visits are risk assessed and approved by the school's Educational Visits Co-ordinator (EVC)
- All sporting events e.g. Sports Day, are risk assessed by a designated member of staff, e.g. Schools Sports Co-ordinator (SSCO)
- Morning and afternoon break times are supervised by qualified first aiders. Welfare staff supervise lunch time breaks.
- All teaching assistants and welfare staff are first aid trained and some have diabetes awareness training and MAKATON training.
- There is disabled parking available in the school carpark.

Parents can find the school's relevant policies and procedures relating to anti-bullying, safeguarding and behaviour management on the school's website or are available by request from the school's office.

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 medicines to be given are recorded on a sheet which details dosage and frequency.
- Medicines are kept in the school office or fridge in the staff room.
- Parents sign to grant authorisation for school administration.
- Care plans are shared with the class teacher and master copy kept in the staff room.
- All teaching and support staff are familiar with emergency procedures and First Aid trained as appropriate.

Health Care Plans:

- School staff in conjunction with the school nurse, health professionals, parents and carers draw up a care plan. These are agreed and signed off by the nurse on site, parents and Headteacher and these details are shared with class staff and teams working with a particular student.
- These are reviewed annually or more frequently if there are any changes to

condition, medication etc. under the direction of the medical professionals.

- A copy of Health Care Plans are always taken by staff when pupils access activities in the community. The staff always carry the school mobile phone.

Medical Emergencies:

In the event of a medical emergency school adopts a critical response plan in line with Lancashire County Council regulations.

Staff Training:

- The nurse and other relevant medical professionals e.g. the epilepsy nurse or the diabetic specialist nurse will deliver training direct to staff to support students with specific medical needs.
- All training is competency based training with individual staff being signed off by the nurse or specialist as competent to support a particular aspect of medical/health need.

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 website provides details of all staff currently employed by the school. The school prospectus also contains this information.

How parents communicate with key staff

- School holds two formal parents evenings to discuss pupil progress.
- Parents of children starting in Reception are invited to a welcome session and taster sessions.
- Every pupil has a reading record (KS1) / Homework diaries (KS2). These are used informally and travel between home and school daily.
- All parents are welcome to speak to staff of their choice eg. class teacher, family support worker, teaching support staff or headteacher. Parents are welcome to make appointments if they prefer but we will always do our very best to see parents at any time they like. We have an ‘open door’ policy.
- Parents are welcome to phone school at any time. If the named person is not just available they will phone parents back as soon as possible.
- Parents can state their preferred method of being contacted eg email or texting.

How do we keep parents updated with their child’s progress?

- TLPs / IPs / IBPs are shared termly with parents.

- Annual reviews provide further opportunities for keeping parents updated with their child's progress.

Open Days

Parents are regularly invited to experience the work of the school eg:

- Sports day
- Christmas and Easter PTA Bingo event
- School plays
- Summer BBQ and Bingo event
- Harvest festival
- Christmas festivities

Parental feedback is actively encouraged in the following ways:

- Parental questionnaires
- Through the reading records
- Review meetings

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

Opportunities are offered for children to make a contribution that include;

- An active school council with representation from each class. The school council meets on a regular basis. It includes children from year 1 to year 6.
- Our pupils are active participants in the annual review process.

Opportunities offered for parents to have their say about their child's education include;

- School has an open door access policy to the Head Teacher. School holds an open day and regular parent evenings.
- Consultation with parents during the annual review / target setting meetings
- An invitation to contact the class teacher following the implementation of TLPs / IPs / IBPs .
- Regular and informal contact with parents through reading records/homework diaries, telephone calls and face to face meetings

Opportunities for parents to get involved in the life of the school or become school governors include;

- **Invitations to school performances and annual events, e.g. Harvest, Leavers Assembly**
- **Participation in school events, e.g. the annual Summer PTA event**
- **Parental representation on the school's governing body**
- **Parents supporting school activities**

St Aidan's School works closely with a range of other partners and professionals to include;

- **The School Nursing Service.**
- **Therapists (Physiotherapists, Occupational Health Therapists, Speech and Language Therapists)**
- **Other health services, e.g. Child and Adolescent Mental Health Service (CAMHS)**
- **Social care, e.g. social workers and family workers**
- **Voluntary Organisations, e.g. Grassroots**
- **Police**

Home/school agreements support children with SEN and their families through;

- **Clear statements that explain the responsibilities of both the home and the school**
- **Outlining expectations of pupils, for e.g. behaviour**

The home school agreement requires a parental declaration through a signature to indicate that parent(s) understand and accept the contents of the agreement. A copy of this can be found on the school's website.

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

In supporting parents to complete forms and paperwork, individuals will normally contact the school with a request for help. This request is usually passed on to the most appropriate member of staff, e.g. the head teacher, someone who knows the child best.

Information, advice and guidance are offered at various points through a child's time in school. This can include;

- Annual review meetings
- Transition planning meetings
- Meetings to support the family

Parents, carers and pupils can request information, advice and guidance (IAG) at any time and the school staff are well equipped to support this through effective signposting and/or advice.

Transition to Secondary School

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

What the school provides

- School provides close liaison between all feeder high schools.
- Pre transfer visits are arranged with TA support if needed.
- Liaison with external agencies such SENDO, Educational Psychologist is conducted before transfer.
- The high school head of year or SENCO visits school before the end of the summer term.
- The SENCO works closely with pupils, parents and high school to ensure smooth transition.

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

- School provides a breakfast and after school club which are available from 7.30am until school begins, and from 3.25 to 6pm.
- Pupils have the opportunity to take part in a variety of after school activities such as; Football, Quick sticks, Street dance, Tennis, homework club and links with local community groups.
- Residential trips offered are inclusive and take into account the needs of the pupils.
- There are various trips and visits arranged to museums, farms, places of interest, Christmas pantomime etc. dependent upon topical themes or community invitations. Parents are always notified in advance and invited to attend if necessary.