



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: **Banks St Stephens CE Primary School**

School Number: **08077**

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 SEND.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 | Banks St Stephen's CE Primary School, Greaves Hall Avenue, Banks, Southport, PR9 8BL | | Telepho ne Number | 01704 225332 |
| | | | Website Address | http://banksststephens.easyschoolwebsite.com |
| Does the school specialise in meeting the needs of children with a particular type of SEN? | No | Yes | If yes, please give details: | |
| | X | | | |

| | |
|--|---|
| What age range of pupils does the school cater for? | 3-11 Years |
| Name and contact details of your school's SENCO | Mrs M Mussell m.mussell@bank-st-stephens.lancs.sch.uk 01704 225332 |

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 M Mussell – SENCO/Deputy Head | | |
| Contact telephone number | 01704 225332 | Email | m.mussell@bank-st-stephens.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.

| | | | |
|---|--|-------------|--------------------------|
| <p>Please give the URL for the direct link to your school's Local Offer</p> | <p>http://banksststephens.easyschoolwebsite.com/Policies.aspx?ID=18166</p> | | |
| <p>Name</p> | <p>Banks St Stephen's CE Primary School</p> | <p>Date</p> | <p>08/03/2018</p> |

Please return the completed form by email to:

SEND.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 moved into its current building after renovation in 1998 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise.

- The school has adapted the auditory environment to make it suitable for pupils and parents with cochlear implants or hearing impairment. Information is available on the school website and on a Parents leaflet stand in the main Reception area, two community notice boards, one on each playground, in addition to regular weekly newsletters.
- Parents may request information to be made available in different font sizes according to need.
- Parents whose first language is not English may also request for information to be translated where possible.
- Staff are always available to support families with additional needs and make information accessible to them.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom.
- Staff use symbols, signs, visual timetables and pictures to support children's access to resources in the classrooms and resource areas.
- Specialist equipment is provided for children who have additional needs. The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, netbooks, computers and interactive whiteboards installed in every classroom.

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 has embedded practices for 'Early Identification' of children's additional needs. School works closely with parents and outside agencies to ensure needs are accurately identified and effectively met.

Outside agencies can help advise on the provision of intervention strategies. The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as SEND, CAMHS, Speech & Language Services and Educational Psychologists. Each class has the benefit of at least one Teaching Assistant. In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by SEND, NHS (Diabetes Nurse etc...). Staff can request additional support from Lancashire County Council Early Intervention Support Team.

Where a multi-agency approach is required to support the needs of a pupil, a CAF assessment (common assessment framework) will be completed with parents and a TAF (team around the family) meeting will be arranged where all stakeholders can meet and work together to formulate and implement an action plan to ensure appropriate support is delivered.

Staff have received First Aid, Paediatric First Aid, Asthma, Defibrillator, Anaphylaxis, Diabetes and EpiPen training. In addition, 3 TAs are SEN trained and there are 2 TA's who have been trained to support pupils with ASD. 1 TA has been trained to deliver Speech & Language Support and another TA can offer Talk Boost Intervention. All TAs are trained to deliver Phonics (Letters & Sounds) and Fast Track Phonics Catch Up. 1 TA has extensive EYFS experience and training. A further 2 TA's have attended courses to support pupils with dyslexia and ASD. The SENCO has achieved the SEN award.

All staff are encouraged to attend specialist training to support children and young people with SEN. When sitting examinations children with SEN can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Optimum O-Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

High quality first teaching is provided in class. This is supported by skilled teaching assistants in each class. Teachers plan for differentiation and ensure that different learning styles are catered for. Children have specific success criteria to scaffold their learning to help them work independently.

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, appropriate to their age and ability, to the review. IEPs/IBPs (now known as Pupil Passports) are produced termly or half termly depending on the circumstance and pupil and the school operates an Open Door policy with regards to any concerns a parent may have.
- Parents are invited to comment on pupil passport targets. Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.

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 Assessments where necessary. Advice is sought from outside agencies eg, school nurse, physiotherapist etc to ensure the safety of identified pupils. If required a handover is carried out by the SSA, a TA or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points.
- The Headteacher or Deputy Headteacher supervise each lunch break in addition to five lunchtime support staff. Teachers & TAs supervise children in the play areas at playtimes. Specialist TAs provide support and supervision for particular children with identified SEND or social, emotional or mental health difficulties.
- TAs accompany pupils with SEND on all school trips. Support is available in every class each morning and some afternoons and some classes have additional adult support if required. Some pupils are withdrawn by teachers or TAs for 1:1 or small group support if necessary.
- Parents can access the Anti-Bullying Policy on the school website.

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

- The school has a Medicines Policy which was drawn up by Governors. Only authorised staff are permitted to administer medication to pupils. Two staff are always present and must sign forms when medicine is administered to any pupil. All medicine is stored either in a locked cabinet in the Headteacher's office or the fridge in the staff room. Administration of medicines is recorded on a medicine form with details of dosage and frequency and parents sign to grant authorisation for the school to administer it to their child. These forms are kept in the main school office. The school sends all ongoing medication home at the end of each term and requests parents return it renewed and in date at the start of each term.
- Pupils are encouraged to take responsibility for Asthma Inhalers and parents are responsible for ensuring this medication is kept up to date. Medicines are carried and administered by staff on trips and during residential visits. All information is collected from parents using the Local Authority Medical Consent Form.
- All trips or residential are risk assessed and approval must be granted by the Headteacher, Governing Body or Local Authority.
- Care plans are drawn up by the SENCO & School Nurse. Copies of Care Plans are passed on to the relevant Class Teacher, breakfast and after school clubs. and the master copy is kept in SEN records in the main office. Children with medical needs have their photograph displayed and the need described in the staff room so that all stakeholders are notified.
- 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. In addition, Asthma, Anaphylaxis, Diabetes and Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required. The school has drawn up an Emergency Plan which is updated annually and shared with staff. In the case of a medical emergency 999 would be called (details of condition would be given- available in the office) and at the same time first aid administered and parents contacted.
- Most staff have received training in the use of the new Defibrillator and are trained in CPR.
- Identified children can access our Pupil Support Manager. Some children see the advisor on a regular basis and the details of these visits are recorded on children's Pupil Passports (IEPs).
- School has good links with the physiotherapy and occupational therapy service and will refer pupils to these agencies when appropriate with parental permission. Sessions sometimes take place at school and teaching assistants will observe and continue to implement support programmes throughout the week.

- School can make referrals to Twinkle House in Skelmersdale to provide emotional and wellbeing support for pupils where appropriate.
- Where appropriate, school can also refer pupils, with parental consent, for counselling and can signpost parents to courses and support groups. Where appropriate and with parental consent, school can also refer pupils to CAMHS (children's and adolescents mental health services) for assessment and support.

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

- Induction meetings introduce key staff to parents and informs them who to contact if they have concerns.
- The website contains details of all staff currently employed by the school and the School Prospectus also provides this information. There is a staff Photo board on display in the main entrance of the school.
- The School operates an Open Door policy and has three Parent Evenings a year to provide opportunities for parents to discuss the progress of their child. Details of attainment and progress are provided to parents at each Parents Evening. A parent questionnaire is also provided for parents to record their views and suggestions.
- Parents are also encouraged to provide feedback in the form of comments on Pupil Passports and Annual Reports.
- Weekly newsletters are sent to all parents.
- The School organises Open Days on an annual basis.

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 a School Council for pupils to contribute their own views.
- Pupils contribute to their pupil passports.
- Staff value children's ideas and suggestions and the curriculum is built around their interests. Circle time and assemblies offer opportunities for pupils to share their views.
- Parents can have their say about their child at Parent Evenings, Annual Reviews, pupil passport reviews (if they express a wish to do so).
- There are currently three Parent Governors on the Governing Body. Elections to the Governing Body are held in the event a vacancy arises.
- There is a named SEN Governor. The Governing Body agrees to the involvement of other agencies in meeting the needs of pupils with SEN and supporting families through termly meetings. Governor's request an SEN annual report from the SENCO so that they are informed of SEN throughout school. The SENCO liaises and reports to the SEN governor.
- As a church school, there are close links with St Stephen's church. Sunday School is held weekly in the school building and parents are encouraged to become involved in this part of the life of the school. Church grants are used to support families with particular additional needs.
- A parent questionnaire is provided annually for parents to record their views and suggestions.
- There is an active PTA (FOSS) allowing parents to get involved in the life of the 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?
- 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, Head Teacher or SENCO can offer help with forms and paperwork if this is required. Appointments can be made at any time through the school office.
- There are two Community Notice boards, one on each playground, and a Parents Information Stand just inside the main Reception area, which contain additional information of upcoming events or general useful information e.g. Drop in Centres etc.
- The school signposts parents to other agencies or sources of support e.g. SENDIASS (SEND information and support service), Children's Centre, School Nurse, CAMHS, SALT.
- The school has recently held E-Safety Workshops for parents and pupils to attend.
- The School Nurse holds Drop In sessions for parents whenever possible.
- If a pupil required a Travel plan to get to and from school this would be dealt with by the class teacher, SENCO and Head Teacher.

Transition to Secondary School

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

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 the transition from Year 6 to Year 7.
- Pupils have opportunities to visit the local High School throughout their time at St Stephen's through involvement in Cluster sports events, Booster sessions, and other events organised by all the schools.
- Each year, staff visit Nursery settings to help ease transition from Nursery to school.
- A series of parent/pupil sessions are also held in addition to 1:1 meetings with parents & staff.
- The school operates an Open Door Policy for new and prospective parents, encouraging and welcoming visits at any time.
- Additional visits are organised for SEN pupils when appropriate. The school SENCO liaises with SENCOs from local high school to discuss the transition of SEND pupils.

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

- Banks St Stephen's CE Primary School operates a daily Breakfast Club and After School club available to all pupils.
- Other clubs are offered by outside providers on a rolling programme at a small fee.

- In addition, pupils can take part in Football, High 5s, Choir, Art Club and Reading Club all free of charge. The Clubs are available to all the pupils in the designated age range assigned to that activity (e.g. Football & High 5s available to Key Stage 2 pupils (Y4, Y5 & Y6) but not Key Stage 1).
- Class Monitors and Playground Leaders from Year 5 and 6 help organise and encourage lunchtime play activities. The school operates a 'Zoning' initiative at lunch times. Children have a choice of a number of activities to take part in and these are planned and delivered by Lunchtime supervisors and Year 5 and 6 Playground Leaders. Play equipment is available for pupils to use at lunch time and music is played to encourage movement.