



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Reedley Primary School

School Number: 13036

<b>School/Academy Name and Address</b>	<b>Reedley Primary School</b>		<b>Telephone Number</b>	<b>01282 693688</b>
	<b>Reedley Rd. Reedley, Burnley.</b>		<b>Website Address</b>	<a href="http://www.reedley.lancs.sch.uk/">http://www.reedley.lancs.sch.uk/</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEND?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>X</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>Vikki Hall</b> <b>01282 693688</b>			

<b>Name of Headteacher</b>	<b>Mrs Sarah Bell</b>		
<b>Contact telephone number</b>	<b>01282 683688</b>	<b>Email</b>	<b>head@reedley.lancs.sch.uk</b>

<b>Date Reviewed</b>	<b>06 September 2017</b>
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## 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

- Reedley Primary school is fully accessible to wheelchairs. The school is on a level site with easy access to all areas for children with mobility or visual disabilities. Ramps provide access from classroom doors into the playground.
- The school has specialist equipment for our children with a sensory impairment.
- Large print books and worksheets are available to our students with a visual impairment.
- Toilets adapted for the disabled are available.
- Staff are available to translate into local community languages.
- Furniture is modern and of a suitable height appropriate to the age group.
- The school uses a range of IT programmes/apps through computers, netbooks and Ipads for pupils with SEN.
- School policies and procedures are posted on the school website and information about the school's SEN provision is posted on the website or available to view at the school office.
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## Teaching and Learning

- What arrangements do you have to identify and assess children with SEND?
- 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 SEND?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEND 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**

- Reedley School provides a graduated response to SEND as advised in the Code of Practice.
- The school aims to identify those children with barriers to learning as early as possible through regular assessment, progress meetings, teacher feedback and parental liaison.
- Children can be screened and assessed for specific learning difficulties through the use of outside agencies such as Traded Services, Specialist Teachers or Therapists or an Educational Psychologist.
- The school provides support to children with a visual or hearing impairment through specialist teachers that visit the school on a regular basis.
- Staff are trained in moving and handling people to ensure the safety of our physically disabled students.
- Staff are aware of the medical needs of children in their care and care plans for individual children are updated annually.
- There is an ongoing programme of staff training to raise their knowledge and awareness of SEND issues.
- The school recognises, values and celebrates pupils' achievements however small.
- Educational progress is shared with parents on a termly basis. Annual Reviews are held with parents of children with a statement or EHCP. Additional meetings will be arranged when required.

**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**

- All Statements of Educational Need and Educational and Health Care Plans are reviewed annually. Pupils, parents, specialist outside agencies, class teacher and teaching assistant all contribute and have an opportunity to participate in Annual Reviews. Annual Reviews may be brought forward if

there are concerns about the effectiveness or suitability of current provision in place.

- Children on the graduated response will be supported in small groups or in their classroom by support staff.
- IEP's are reviewed and updated half-termly depending on a child's needs. Targets will be set jointly by the pupil, teacher, TA and SENDCo and discussed with parents.
- Children's individual targets will be evaluated and reviewed on a termly basis.
- Termly monitoring and progress meetings will identify additional support needed and the effectiveness of provision in place.
- The SEND provision map records types of interventions, progress made and outcomes.

### **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**

- Staff monitor the main entrance/exit points at the start and end of the day. Children in Early and Middle Reedley are dropped off and collected from the classroom door. Specific handover arrangements can be made for children in discussion with the class teacher.
- Drop-off and pick-up access to the school car park for children with mobility issues can be arranged.
- Risk assessments take place for all activities outside of the classroom; the risk assessment will include the needs of all children with SEND. The school uses Lancashire EVOLVE process for risk assessments. Specialist risk assessment advice is sought when required such as when taking a physically disabled child swimming.
- Children with SEND are supervised whilst eating their lunch and whilst out in the playground. Our aim is to ensure their safety whilst encouraging independence.
- All School Policies are available through the website or by requesting a copy from the School 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 medication is kept in a locked area of the school along with details of dosage, frequency and parent's authorisation. Medication is administered by staff and a record kept of the amount, time when taken and member of staff administering.
- Care Plans are drawn up in conjunction with individual children's families and updated at least annually. Where appropriate, advice is taken from specialist medical staff. Care plans are stored centrally on SIMS and a copy is kept in the child's classroom.
- All staff are kept up to date with First Aid training to ensure they are familiar with what action needs to be taken in the event of an accident or emergency.
- Specific medical training for our staff is requested as necessary from qualified medical personnel.
- The school has a school nurse who can support children and their families.
- In the case of a medical emergency immediate action would be taken to contact emergency medical support and to contact parents. The school hold parent's contact details on the SIMS system and requests both home, mobile and an additional adult that can be contacted in an emergency.
- The school employs a Pupil Support Manager who works with children with behavioural, social or emotional needs and provides signposting advice to parents regarding external support agencies.

### **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**

- Parents are invited to parent's evenings on a regular basis.
- Our Headteacher and Pupil Support Manager are available for parents at the start and end of each day. Class teachers will be available for short appointments at the end of each school day, if parents require more time an appointment can be made at a mutually convenient time.
- Details of all the staff are available on the school website.
- The school conducts its own parent surveys in addition to the online ParentView survey.

## 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

- Reedley Primary School encourages its pupils to contribute to school life and the wider community through its School Council.
- Children and parents are invited to contribute to Annual Reviews for children with Education, Health and Care Plans.
- A parents group operates on a weekly basis to help support parents in fostering their children's education.
- Our Pupil Support Manager works with social care staff when required.
- The community support officers and police come into school to help build good community relations.
- The school provides signposting to a range of support services.
- Elections to the Governing Body are held when vacancies arise.

## 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

- Staff in school will support families in completing any necessary paperwork relating to their child.
- We have links with a range of agencies that parents can be signposted through by our Pupil Support Manager.
- The school aims to provide workshops for parents in key areas such as E-safety and Phonics.
- School can provide guidance if a parent requires a Travel Plan to get their child to and from school.

## Transition to Secondary School

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

### What the school provides

- The school takes part in visits to local secondary schools including taster lessons.
- Visits are arranged for members of staff from secondary schools to talk to our pupils on what to expect in their new schools.
- Where a child has an identified special educational need contact will be made to their proposed school's SENDCo to ensure that a smooth transition can be made. When necessary additional visits will be made to the child's new secondary school.
- A final review meeting will be held with attendees from both schools, parents, LEA representatives and any other agencies involved.

## 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

- Reedley Primary School provides a range of extra-curricular activities for our children. These include but are not limited to: Singing Club, Cooking Club, Jewellery Club, Art and Craft, Engineering Club and Media Club. We also offer football and a multiskills physical activity session.
- The school provides a Breakfast Club.
- Class teachers arrange class trips throughout the school year linked to the National Curriculum.
- Nurture Groups help children with social and interaction skills.
- The school ambassadors provide a 'Buddy' system at break times.