



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Dalton St Michael's CE

School Number: 08070

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 IDSS.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	Dalton St Michael's C.E. Primary School		Telephone Number	01257 462082
			Website Address	www.st-michaels-ce56.lancsngfl.ac.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?	5-11 years			
Name and contact details of your school's SENCO	Sue Henderson bursar@dalton-st-michaels.lancs.sch.uk			

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	Adele Robinson, Headteacher		
Contact telephone number	01257 462082	Email	head@dalton-st-michaels.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			
Name	Dalton St Michael's C.E. Primary School	Date	May 2014

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

- The original school building is Victorian. It has been extended and modernised throughout to provide a safe and secure environment. The school building is on two levels with the classrooms and all the facilities for the children downstairs. There is a ramp for ease of access to the ground floor. The car park is shared with the Church and is adjacent to the school which is a short walk to the school building. However, there is space for one car nearer to the front entrance to the school building. There are toilet facilities which are available for wheelchair users if the need should arise.
- Information is available from the school website or from the school office. Weekly newsletters are shared with our parents as well as termly newsletters which are included on the school website. All our information is available in different font sizes by request.
- Furniture around school is age-appropriate and of good quality. Visual timetables are used for individuals when appropriate. Different coloured Interactive whiteboard screens and coloured paper is readily available to assist reading for some children.
- The school has a range of IT equipment and software and specialist equipment is used when necessary. Eg. PECS system

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

- A rigorous tracking procedure is in place to identify all learner's needs. In addition, we liaise closely with outside agencies and pre-school providers for early identification of support required.
- Our classes have a smaller than average number of children and are mixed-age. This enables us to plan and differentiate for individual and small group needs. We have a number of support staff who provide intervention for differing needs either in the classroom or as a withdrawal group where appropriate.
- Access to all the areas of curriculum with differentiation where applicable. We also take part in Gifted and Talented and Inclusion sports as part of the West Lancashire Sports Partnership.
- Training is available for all staff when the need arises. Five staff have attended training for ASD. The SENCO is SEN accredited. Children can be screened or assessed by IDSS and we have links with specialist support within the Health Service.
- All staff are First Aid trained: Two Paediatric First Aid; Two First Aid at work; seven Emergency First Aid.
- Children can be supported one-to-one or adjustments can be made when sitting tests following assessment and reporting procedures.
- Our provision map is thorough and records all the intervention the children are receiving. This is updated on a termly basis and adjusted where necessary. The Impact of provision is measured.

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 arrangements to review Statements of Education/Health Care Plans are in place. Parents contribute and attend regular reviews and receive all relevant paperwork regarding their child. Parents are also involved in making a contribution towards their review.
- Support is readily available for all children relevant to their developmental needs. Parents are encouraged to discuss their child's progress with their teacher. Individual Education Plans are reviewed termly or half-termly depending on the child's needs and progress.
- Pupil progress is monitored for all children regularly throughout the school. Impact of progress is a particular focus for children with SEN.

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

- Risk Assessments are completed for all out-of-school activities and Risk Assessments relating to Health and Safety of the building, people or the curriculum are completed. The Headteacher or the Educational Visits Coordinator carries out all the Risk Assessments and these are reviewed annually.
- At the beginning of the school day classteachers meet the children and handover form their parents on the school playground. If it is bad weather the children come straight into school and are met by a member of staff at the front door. At the end of the school day the children are 'handed over' to their parent/carer from the relevant school exit. A member of staff is always available on the playground until all children have been collected.

- There is car park adjacent to the school which is shared by the church. Parents are asked to park there to ensure all children's safety.
- At playtime each morning a member of staff supervises the children on each playground. At lunch-time there are four members of the welfare team who support our children either inside or outside the building.
- Supervision and the safeguarding of the pupils is always given the highest of priorities particularly outside the classroom. Risk Assessments are always completed and staff ratio is always more than adequate.
- The Behaviour policy is available from the school website or 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

- Medicines are kept in a First Aid box in the school office. All parents are asked to complete an 'Administration of Medicine Form' if they wish their child to be given medicine during the school day.
- Health Care Plans are completed in collaboration with the parents and the school nurse. Copies of the Health Care Plans are kept in the school office and all relevant personnel are informed.
- All staff are First Aid trained which is regularly kept up-to-date. In the case of a medical emergency first aid procedures would be followed: parents would always be informed and if necessary an ambulance would be called. If a child has a particular need we liaise with health professionals for current and up-to-date advice.
- The school does not have health or therapy services on the school premises.

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

- Photographs of all staff are displayed in the school entrance hall. Names and roles of all the staff are also included in the ‘Starting School’ booklet and our school prospectus. Alternatively, this list can be accessed on the school website.
- The school follows an ‘Open Door Policy’ and aim to see parents when the need arises. However, it is sometimes necessary to make an appointment to see a member of staff.
- Parents receive a short written report in the Autumn term as well as an invitation to discuss work that the child will be covering during that school year. In the Spring term there is a parents evening to discuss their child’s progress. This is followed by an in-depth annual written report in the Summer term. As well as this parents curriculum overviews are shared with the parents in addition to individual target updates.
- The school has an Open Day each Autumn term to which prospective and current parents are invited to attend.
- Parents are asked to complete questionnaires regularly and are always able to communicate feedback via the school website, by email, letter, in person or by telephone.

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

- The School Council has representatives from all classes who meet to discuss relevant issues concerning the school. There are suggestion boxes around

school with regard to Eco-School, School Council and Worship.

- We work closely with our parents and as such have regular dialogues whenever necessary. Parents are always able to communicate their views via questionnaires or at Parents' Evening, Annual reviews or IEP reviews.
- Parents are invited to join the PTFA and elections for the Governing Body are held when there is a vacancy.
- The Governing Body supports the school in close liaisons with outside agencies to meet the needs of individuals and their families.
- Home-School Agreements are completed annually. These are used so that all members of our school community have a shared understanding of expectations relating to the school and its members.

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

- There are different people in school who are able to offer advice or help with completion of forms depending on the content. The school business support officer, headteacher, SENCO or class teachers are available if and when necessary.
- Information, advice and guidance is available on request. Leaflets are regularly distributed and displayed with regard to community or drop-in events.
- Should a parent need support with a Travel Plan the school business officer is available for advice as well as the headteacher or SENCO.

Transition to Secondary School

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

What the school provides

- During the summer term in each school year the year five pupils are invited to attend the local secondary schools for 'Taster sessions' and Open Evenings. These enable the children and their parents to make an informed decision about the choice of secondary school for their child. Groups of children are sometimes invited to visit the local secondary school on occasions with a focus on a specific curriculum area.

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

- During term-time we have a Breakfast Club and also an After-School club which is available to all pupils. The school has also recently begun to offer holiday care.
- The school provides a range of after-school activities during the school year: cinema club, gymnastics, football, rugby, choir, computing, Book club, Multi-skills club, gardening club. A peripatetic music teacher visits the school each Monday and offers lessons in the clarinet, the flute, the keyboard and the saxophone. The contract and payment is made directly with the music teacher.
- The clubs run by the school are available to all children in the designated age range assigned to the activity.
- Throughout the school year some year five and six pupils act as Playground Buddies providing the younger children with playground activities. All children are encouraged to involve other children in their games. Staff are proficient in noticing children who may require support in this area and act promptly to support these children.