



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School:**Simonstone St. Peter's CE Primary**

School Number:11060

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	Simonstone St. Peter's CE Primary School, School Lane, Simonstone, Burnley, BB12 7HR	Telephone Number	01282 771147
		Website Address	www.simonstone.lancs.sch.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	Mrs. Christine Smith		

your school's SENCO	01282 771147 head@simonstone.lancs.sch.uk
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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	Christine Smith Head Teacher		
Contact telephone number	01282 771147	Email	head@simonstone.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 webpages. 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	www.simonstone.lancs.sch.uk		
Name	Simonstone St. Peter's CE Primary School	Date	8th May 2016

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

We are a split site school; the School hall is situated across from the School on School Lane. The School is all on one level, however, there is a gradient between the two buildings down to the main entrance. The newer building was built in 1976 and is a single storey building which has had several extensions. The building is accessible to pupils and parents with disabilities and all doorways and entrances are wide enough to accommodate a wheelchair if necessary.

Unfortunately, parking is at a premium and we are unable to offer specific disabled parking spaces but we do make every effort to facilitate parking for disabled children, parents and visitors when necessary.

We have a disabled toilet and changing room which has a hydraulic changing station in the main School building, however, there are no disabled facilities in the old school building.

The vast majority of the school population is currently made up from white British families; information about the school and newsletters are made available to parents via hard copy and the school website.

We have modern tables and chairs for the children in each class which are height appropriate to the age and maturity of the children.

Each class has interactive whiteboards installed, along with computers, laptops, headphones and some ipads for children to access. We have a range of software and ICT programmes.

We have a before, after and holiday club which is run by a third party provider who welcomes children of all abilities and backgrounds from our School and two other local primary schools.

Children with SEN are included in all aspects of school life with provision put in place for them to access all areas of the curriculum and wider opportunities for example, educational visits and clubs.

Some of the staff use 'Makaton' and 'PECS' (Picture, Exchange, Communication System) to communicate with children who have difficulty communicating verbally.

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

We believe in early intervention and therefore it is essential to have good liaison with parents and other agencies.

When children are admitted to school, physical or medical difficulties are discussed and entered on admissions forms which are signed by the parents to enable School to access appropriate additional support from outside agencies.

The class teacher and SENCo/Head assess and monitor the children's progress in line with existing school practices. Learning difficulties are initially identified by the class teacher and concerns are registered with the Head Teacher and SENCO and parents are informed. If appropriate, the child then moves onto the SEN Support register and pupil profile is completed. Once a child is at his stage and IEP (individual education plan) is drawn up and they will have a set of SMART targets (Specific, measurable, attainable, realistic and timely.) The child's progress is then closely monitored and after each term, progress is reviewed by the class teacher, parents and child and the next steps are determined. At this stage of the graduated approach support may involve:

- Extra help from the class based teaching assistant.
- Small group support out of class.
- Individual support out of class.
- Alternative resources such as ICT access, sloping boards or visual prompts.

If the class teacher or parents continue to have concerns about a child's development, with parental consent, external agencies can become involved to help advise on the provision of intervention strategies. This is in line with practises within the School SEN policy.

Assessment and reporting arrangements for children with SEN will comply with the school policy which reflects the SEN code of practice. When taking statutory tests, children with SEN may be granted additional time and can take rest breaks. The School is sympathetic to the varying needs of each individual child.

The School accesses training to support the needs of the children at any given time (Speech and Language, IDSS, School advisory service etc)

All staff have first aid training and Early Years Practitioners have additional paediatric first aid training. In the case of children with medical needs, specific training is provided by the NHS (eg asthma, epilepsy) and according to need.

All staff have received CPD training on ASD and staff supporting children with SEN undertake appropriate training.

All classes have access to TA support at some point during the day and we have a part-time SEN TA who delivers targeted intervention programmes.

All TAs are qualified to at least Level 2 and we have two TAs who also have HLTA status.

The school runs some 'social groups' to meet the needs of individual children.

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 Lancashire e-tracker also tracks pupils progress and provides data monitoring pupils including those with SEN and those who receive pupil premium.

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 to the review.

IEPs are evaluated 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.

Pupil's progress is monitored throughout the school and intervention for pupils with SEN are recorded 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

All staff have level 1 Safeguarding Training; the Head Teacher is the Designated Senior Person (DSP) for Child Protection and school has a back-up DSP.

The Head Teacher and Governing Body are responsible for carrying out risk assessments to ensure the safety of children in classrooms and the school grounds. Risk assessments for educational visits/trips are carried out by the lead teacher and submitted for approval by the EVC/Head. The LCC guidelines for pupil:adult ratios are adhered to on all school trips.

All children enter the school building when the bell is rung at the start of the school day. KS1 children are not allowed to exit the classroom until their parent/carer arrives to collect them at the end of the day. Parents of KS2 children are asked to sign a 'dismissal at the end of the school day' agreement indicating how they would like their child to be dismissed at the end of the school day. This can be reviewed at any time during the school year providing school has been informed in writing.

These options are as follows:

1. Children with siblings in the infants will meet their parents/carers on the infant yard.
2. Children attending the OOSE (Out of School Experience) will be handed over.
3. Children can be handed over to parents by the Class Teacher.
4. Children may leave class independently, and meet their parents/carers at the junior gates.
5. Children, with parental permission, are allowed to walk home or make their own way home independently.

Teachers and TA's supervise the children at break times. Welfare staff supervise the children at lunch break unless the child requires 1:1 support and this is provided by a TA.

Teaching Assistant support is available in every class for all or at least part of the day, but some classes have additional TA support if required eg to support a statemented pupil. Parents can find details of all school policies on the 'Policies' section of the school website and can request copies 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

The school has an 'Administration of Medicine' policy and parents sign to grant authorisation of the administration of medication during the school day. There is provision to store medication securely.

When appropriate 'Care Plans' are drawn up with the school nurse and parents and all staff are made aware of a child's needs.

Training is provided by the school nurse when necessary i.e. asthma and epipen training.

All staff have up to date first aid training and know what to do in case of a medical emergency. A defibrillator is located in the reception area of the main school building, and on the outside wall of the Hall/Church.

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 website contains details of all staff currently employed by the school and the School Prospectus also provides this information.

The school operates an Open Door policy and has parents’ evenings in the Autumn and Spring term, along with a detailed end of year report in the Summer Term.

A Parental Questionnaire is offered each Autumn Term for parents to express their views and opinions.

The school is proud of its ‘Open Door’ policy and endeavours to respond to parental concerns as soon as possible. There are plenty of opportunities for parents to come into school and share their child’s successes and achievements.

We have an annual ‘Open Afternoon’ for prospective parents and parishioners in the Autumn Term’ although prospective parents are welcome to make appointments to visit the school at any time.

All parents are warmly invited to join our PTFA (FOSS – Friends of Simonstone School) group who suggest and organise social and fund-raising events.

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 has an active school council with representation from year 2 to year 6. There is also a sports council, an eco-committee and a worship team.

Parents have plenty of opportunities to have their say about their child’s education in parents’ evenings, parental questionnaires, IEP review meetings and annual reviews.

The school is pro-active in encouraging parents and grandparents to come into school and help with reading and other areas of expertise.

The school informs parents when there is a vacancy on the Governing Body, and there is a Governor’s section on the school website.

There is a designated SEN Governor who meets with the SENCo/Head termly to discuss SEN issues and provision in school and to report back to the Governing Body.

School works with outside agencies when appropriate, ie. Speech & Language, OT, IDSS, etc.

A home/school agreement is signed on entry to school and each year the school rules are

updated and shared with parents and children.

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, SENCO or head teacher can offer help with completing forms if required. School signposts parents to the Parent Partnership; Parenting Classes, Banardo's or Drop-In Health Services or outside agencies where appropriate.

If a pupil required a 'Travel Plan' to get their child to and from school this would be dealt with by the class teacher, SENCO and head teacher.

Information and general advice is shared on the school newsletter and via the school's website.

Transition to Secondary School

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

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.

Special liaison meetings take place for children who have specific needs or who may require additional support with the transition.

We also take advantage of our links with the Community Police in offering Year 6 children a workshop on travelling safely to their new school.

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

We offer a daily breakfast club, after school club and holiday club run by an outside provider – The Out of School Experience (OOSE); for children at Simonstone and two other primary schools.

The school runs a wide range of lunchtime and after school clubs to enhance the curriculum and personal development of all pupils eg: craft clubs, sports clubs, music and drama. Some of the clubs are offered free of charge whilst others incur a minimal cost to parents.

In year 3 and 4 all the children have a weekly ukulele lesson which is paid for by the FOSS (Friends of Simonstone School) group. All children in KS2 are offered the opportunity to have guitar lessons each week for a small charge.

On entering school, children in reception are assigned a buddy from Year 6 to help them settle into school – particularly at playtimes. Children in Years 5 and 6 are also 'playground leaders' and support the welfare staff during lunch breaks with the younger children.

We have a family, church school ethos and all children are encouraged to be kind and respectful to others at all times. This is in line with our mission statement where we want all children to:

- Be confident and happy about who they are.
- Have knowledge and skills for life and to work together and make friends.
- Learn to have faith and understand differences.
- Learn through Jesus that we are loved and can love; that we can talk to others; find guidance to be a better and stronger person, to know right from wrong and find forgiveness.
- Show care, kindness and appreciation in the world.

The school has an active PTFA (FOSS – Friends of Simonstone School) who organise social, family and fund-raising events throughout the year – helping promote the community spirit.

