



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Poulton-Le-Sands CE school  
Morecambe

School Number: 01055

<b>School/Academy Name and Address</b>	Poulton-le-Sands CE Primary School		<b>Telephone Number</b>	01524 413273
	Church Street Morecambe LA4 5QA		<b>Website Address</b>	www.poulton-le-sands.lancs.sch.uk
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	No			
<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>	Mrs. Kerry Higgs, Poulton-le-Sands CE Primary School, Church Street, Morecambe LA4 5QA Tel: 01524 413273			

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.

<b>Name of Person/Job Title</b>	Mrs. Vicki Bould, Headteacher		
<b>Contact telephone number</b>	01524 413273	<b>Email</b>	head@poulton-le-sands.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.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.poulton-le-sands.lancs.sch.uk">www.poulton-le-sands.lancs.sch.uk</a>		
<b>Name</b>	<b>Vicki Bould</b>	<b>Date</b>	<b>October 2019</b>

**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

### Accessibility and Inclusion

The school was founded in 1745 and our current school was built in 1966.

A further two level extension added in 1998. To ensure access for pupils and parents with disabilities the school has a purpose built ramp, the doors on the lower level are all wheelchair accessible. Disabled access to the upper level of school is via a sit on stair lift.

The school are fully prepared to adapt current resources or use technologies to provide letters and information in differing formats when required. School information is on the school's website in addition to a parent app. New parents to school are made aware of the school's accessibility and inclusion policies and procedures at their induction evening.

Furniture is modern and of a suitable height appropriate to the age group of children of children being taught in that classroom.

Staff in school use a wide range of presentation methods including the use of technologies such as laptops, i pads and interactive boards to enhance learning. We also use different approaches to engage children with different learning styles.

The school has a range of intervention programmes suitable for SEN interventions (in addition to headphones, laptops, i pads, interactive whiteboards in each classroom). Specialist equipment e.g. radio microphone technology for a hearing impaired child, weighted resources for a child with sensory difficulties and motor skills equipment are also used in school or loaned from a local specialist school where needed.

### Teaching and Learning

The early identification of SEND (special educational needs and disabilities) means a child can be supported in their learning sooner rather than later. This for some children makes a big difference to their progress. In our Reception class we have a 'baseline' assessment at the start of the year and then we continue to carefully assess and monitor the children's progress over each term. Throughout the school termly assessments are recorded to show a child's achievement. The class teacher and/or SEND co will talk with parents at the earliest opportunity about any concerns and we will hope to work closely with the parents throughout, enlisting their help and support as part of the 'team' around the child. Sometimes this initial 'boost' with parental support is all that is needed to close a gap. Sometimes children are very young and need time to develop. If a special need or disability is suspected, we may ask parents' permission to use planned support and interventions. These may be at a classroom level with the advice and information from the class teacher, parents and SENCO. Other concerns may require additional advice and support from outside agencies e.g. Speech and Language Therapist, Educational Psychologist, Occupational Therapist etc. School also may use some specialist teachers for training, advice and to work with some pupils. Once a planned intervention is in place the class teacher and SEND co will assess and monitor the children's progress in line with existing school practice. Specialist teachers from the SEND team of specialist teachers also give advice to ensure the children receive full access to the curriculum and resources are suitable and appropriate. They also can provide specialist complex assessments should they be required. We promote independence in learning and organisation for all our children.

The SENCO regularly receives updates and training on current SEN issues and they work closely with class teachers and teaching assistants. All staff receive training on SEN best practice throughout the year. Each class benefits from a full time teaching assistant, and we have additional teaching assistants who have further SEN skills and training.

The majority of school staff have current first aid training, and some with specialist paediatric training for our younger pupils. This is updated as required.

## Reviewing and Evaluating Outcomes

Parents and pupils contribute and take part in the review of Education and Health Care Plans (EHCP). Parents' meetings are also held each term to review progress towards IPP targets as well as general educational progress. Targets for IPP's are reviewed and changed at least once per term and are evaluated. If the strategies or provision have not been successful we need to look at an alternative approach for that child or a different intervention. The school operates an open door policy, parents can come in to discuss their child with the teacher, TA or SEND co. Our pupil and family support workers are also available. Pupils' attainment is monitored throughout the school for all pupils including those with SEND and this is recorded termly. Teachers and TA's will set new targets for IPP's if existing targets are achieved. The SEND co is available to support this. The SEND co also reports to the Governors.

### **Keeping Children Safe**

Safeguarding all children is taken seriously by all staff. The relevant policies are on our website. The Headteacher and teachers carry out risk assessments and documentation is in place which takes into account the needs of all children in school. Risk assessments are completed for all visits off site. At the end of the school day all children in KS1 are handed over to their parents/carers at the classroom door either by the class teacher or teaching assistant. Parents/carers of KS2 children wait at the school railings and staff are on the yard at the end of the day to make sure the older children are supervised leaving school. Parents are discouraged from remaining on the playground so that children can be seen clearly by those waiting for them. There is no designated pick up/drop off area outside school and parents are encouraged to be vigilant when parking/driving near the school. We operate a park and stride system with parking permits available from school. We employ 10 welfare assistants to supervise the children over the lunch break. Additional provision is made if a child requires 1 to 1 support at these times. Some pupils attend a lunchtime club. Our pupil and family support workers are also on duty at break and lunchtimes to support any children who may need their help. National Guidelines for Safety are followed in PE lessons and extra support is sometime provided for SEND pupils if it is required. On educational visits we ensure we have the correct ratio of pupils to adults, and also take into account the needs of individual children. Policies concerning behaviour and bullying are available on the website or can be made available in school if required. Children are instructed on the rules for Internet and e-safety.



## Health (including Emotional Health and Wellbeing)

If a child requires medication to be given in school, then the necessary forms are completed showing type of medication, the dosage and frequency of the medicine needed and parents then sign the form to authorise a named person in school to administer the medication to their child.

Care plans when used are drawn up following meetings between our school nurse, the parents and class teacher and a copy is kept by the relevant class teacher and also by our pupil and family support workers. An additional copy is usually kept alongside any medication needed for that plan. First Aid training is kept up to date and additional specific training carried out for example for Diabetes or EpiPen, by the school nurse as required. In a medical emergency the school will follow procedures set out within the care plan and parents are immediately informed.

If a child needs access to health or therapy services such as speech and language, occupational health and physiotherapy this can sometimes be provided on site by the professionals involved. This is often continued at a later date by TA's in school, following recommendations or targets set by the professional working with that pupil.

## Communication with Parents

Our website and prospectus contain details of our school staff and their photos are displayed on a board in the entrance hall. We operate an open door policy and parents are encouraged to talk with their child's teacher in the first instance if they have any concerns, or with our pupil and family support workers. Appointments can also be arranged if a longer meeting is required. The Headteacher or a member of the Senior Leadership Team is on the yard each morning and evening if parents have any queries or an appointment can be made if more time is needed. Parents are kept updated of their child's progress through parents' evenings but if a teacher has any concerns then parents are contacted at an early stage. We do not run formal Open Days but are more than happy to show parents round by appointment. Parents are also invited into school to look at children's work, this could be special topic work, a whole school focus day such as our recent Art Day, a 'family' day (where children of mixed ages work together in 'families'), a stay and play session or a practical demonstration of work like our 'Come dine with me' event in KS2 where parents were treated to a meal planned and made by the children. A monthly newsletter is available on the website with additional information on our Facebook page. The school has a text messaging service to contact parents about upcoming events or for reminders. Some curricular information is also sent via text. A questionnaire is sometimes sent out to parents to give them a further opportunity to report their views and useful suggestions.

## **Working Together**

Equal opportunities are given to all children so they can take part in every aspects of school life. Our School Council meets twice a month. We operate an open door policy for parents. Parents can also discuss their child's education at parents' evenings. An appointment can be arranged with their child's teacher if there are any concerns which need addressing more immediately. Parents are invited into school to help out on a regular basis and they are invited to fund raising events held by the Friends Association. We have two parent governors on our Governing Body and when a term of office comes to an end, elections are held and parents have the opportunity to apply. The Governing Body has a designated SEND Governor who has meetings with the SEND co and presents a termly report to the full Governing Body. Several of the governors visit school to monitor pupils' progress and meet with the English, Maths and SEND co-ordinators.

## **What help and support is available for the family?**

If parents need SEND advice, help or just a hand with paperwork then the SEND co or class teacher can assist. Our pupil and family support workers also work closely with parents, offering support and signposting parents to the appropriate resources available to them. There are a wide range of support services for parents and families and we can help parents to access these. Each class teacher has access to an in house pastoral record keeping system where any concerns regarding their pupils can be noted. A weekly pastoral meeting is held in school with the Headteacher or senior leader and the pupil and family support workers. Family/child pastoral concerns are raised and discussed and any necessary intervention is put in place for families and/or pupils. Team around the family (TAF) meetings are held in school (or off site) with school staff and outside agencies. The school will assist in developing travel plans by supporting parents/carers as necessary.

## **Transition to Secondary School**

Each year pupils visit their forthcoming secondary school for taster sessions and teachers/representatives from those schools come and see the year six pupils in their primary school setting. This helps to ease the transition from Year 6 to secondary school. Where needed, our school will work together with the receiving secondary school to develop a personalised transition programme for pupils who need a little more support through the secondary school transition process. Additional visits to the high school can be arranged, with teaching assistants or parents accompanying children as necessary. A 'transition booklet' can be completed by the pupil if this is helpful. The pupil and family support workers also work with children and/or parents, who may be anxious or worried about the transition to secondary school.

## **Extra Curricular Activities**

There is no 'breakfast club or after school childcare provider on site but together with other local schools we use an independent provider – 'Shooting Stars' – who can bring children to school in the morning and collect them after school in the afternoon using a 'walking bus'.

There are a number of 'after school' clubs on site throughout the year. Some are run by school staff e.g. Art Club and some are run by outside specialist providers e.g. fencing club. If an outside agency is providing the activity then a charge is usually made. All coaches are made aware of any special needs of the children and there is always a member of teaching staff on the premises during these sessions. The clubs are available to all children in the designated age range spaces permitting. Some sporting activities and tournaments take place off site and some smaller groups have access to more community based experiences like the Police Cadets group. Some lunchtime activities also run on site with school staff supervising.

Updated for the academic year 2019 and 20