



SEN and Disability

**Local Offer: St Anne's Copp
Church of England Primary
School, Great Ecclestone**

Last reviewed : January 2025

Accessibility and Inclusion

Our school is a small, friendly, rural school surrounded by fields and a rich, diverse, local community.

- The ground floor is fully wheelchair accessible as are the playgrounds, quiet area, wildlife area and the school field.
- Accessible parking spaces are available for those holding a blue badge (see Car Park Policy).
- A disabled toilet is available.
- Furniture is modern and of a height appropriate to the age group of children being taught in each classroom.
- All doorways and entrances to school are wide enough to accommodate a wheelchair if necessary.
- A Reflection/ Prayer room is available with some sensory provision for children needing to stimulate their senses, relax, and find comfort.
- The school has a range of ICT and text-based programmes for pupils with SEND including computers, headphones, iPads and interactive boards in each class.
- Our curriculum is planned and teachers use adaptive teaching to meet the needs of all pupils.
- To support learning, all teachers use a range of teaching styles including the use of visual timetables and PECS where needed.
- Staff in school are well trained and deliver both gross and fine motor skills programmes. These may be delivered individually or as part of a group, depending on need.
- We engage the services of external professionals as part of the graduated response.
- Information is available on the school website including policies and procedures for SEND. These can be made in alternate formats on request.

Teaching and Learning

As a smaller than average school, we pride ourselves on knowing each child well.

- All children are entitled to quality first teaching. In the instance that a child raises concerns, a child may be identified by the class teacher and informally monitored by the SENCo. Here, the class teacher will inform parents of the concerns and the child's progress will be monitored closely alongside existing school practices. Parents are welcome to discuss any concerns at any point with either the class teacher or SENCo. At this point, school may put into place suitable intervention(s) to address the area(s) of concern. This may take the form of a small intervention group or additional teaching time to address the concerns. This provision may last up to seven weeks and this may be enough to address the concern. The progress of all children is carefully monitored and reviewed on a regular basis. If there is evidence to show that small group work and/or additional strategies have not had the desired impact, the class teacher or SENCo will speak with the parent or carer to discuss whether the child needs more specific 1:1 time and be placed on the school's SEN register.

- The school does not formally identify pupils as having specific special educational needs unless we are taking action that is additional or different from that which goes on in the classroom as part of our adaptive teaching approach.
- All teachers work to ensure the whole curriculum is accessible to all pupils and independent learning is encouraged.
- Where a child has received quality first teaching and steps have been put in place to address the concern, yet the concern remains, a child may be placed on the SEN Register.
- Triggers for concern are outlined in the SEN Code of Practice.
- The SENCo works closely with all staff to ensure pupils who may need additional help are identified as early as possible.
- The use of outside agencies, when needed, may be consulted as a source of support for both staff and pupil.
- The school are able to deliver assessments to identify needs such as WRAT, BPVS, SNAP, Hodders and Gray.
- External agencies such as Specialist teacher service, Speech and Language Therapy, Psychologists, IEST, independent specialist outreach services, Councillors and Occupational Therapists may also be used to help assess a child's needs and to give advice on strategies of how to deal with a particular need.
- Classes have access to a Teaching Assistant for some of the lessons during the week and in some instances where a child has an EHCP, school uses a dedicated Teaching Assistant to deliver EHCP provision where needed.
- Provision mapping is in place to ensure TA's are deployed to make the best use of their time.
- Our Teaching Assistants are skilled in delivering specific work through time given to facilitate an IEP or intervention groups.
- The training needs of all staff are constantly reviewed, through professional development as well as internal and external training on an on-going basis.
- The SENCO is working towards the NPQSEN qualification and the Headteacher holds the NASENCO qualification.
- Smaller steps to success may be needed; in this instance, we use PIVATs to assess and track progress.
- When sitting examinations, children with SEND can be supported 1:1, have timed breaks, be granted additional time, sit exams in alternative settings to aid concentration.
- The SENCo monitors provision for SEND on a regular basis.
- Resources are allocated flexibly to ensure children's needs are being met.
- A provision map is produced each half-term to illustrate the range of intervention groups and additional support being provided. This is done on a plan, do, review cycle.
- Reasonable adjustments will be made to accommodate personal need

Reviewing and Evaluating Outcomes

We believe that review meetings are a vital part of ensuring good progress for children with special needs.

- Parents are welcome in school through our open-door policy. This includes parents of existing children on our SEND register or parents who have concerns.
- Lancashire guidelines are followed as well as the SEN Code of Practice.
- Parents receive copies of all relevant paperwork concerning their child. This is given at a meeting with the class teacher at the start of each half term
- Pupil voice is utilised within reviews where possible.
- Meetings may take place annually or more frequently if needed.
 - Those children with EHCPs have more frequent meetings to discuss progress
- IEPs and the outcomes of other intervention groups are monitored by the class teachers and SENCo and are reviewed half-termly (unless otherwise specified).
- Targets on IEPs are reviewed weekly using a 'monitoring sheet'. This is shared between relevant staff working with the child and monitored by the SENCo.
- New targets may be set more frequently than half-termly.
- Pupils progress is monitored throughout the school.
- Pupils with SEND are monitored using tracking data and provision mapping

Keeping Children Safe

The Head Teacher, SENCo and class teachers carry out Risk Assessments where necessary.

- The governing body is also active in relation to Health and Safety.
- If a handover to parents is required, this is carried out by either the class teacher, class teaching assistant or 1:1 teaching assistant.
- When required, a member of support staff supervises the child at lunch and play times. Collection of all children (apart from those that have signed consent as per our Walking Home Policy) at the end of day mean that children are handed over to their parent or guardian or personally taken to after school club.
- In some instances, further support for a child may be needed in class. Where this happens, in the first instance, provision mapping will be consulted.
- Alternative arrangements can be made for individual children if necessary.
- Policies on safety and anti-bullying are on the school website or available from the office on request.
- As part of our distinctiveness as a Church school, we instil Christian Values amongst our pupils and expect them to show respect, compassion and empathy towards each other

Health (including Emotional Health and Wellbeing)

- Care Plans are passed on to Class Teacher and relevant staff and are signed. Master copies are kept in a secure file with SEND records which can only be accessed by the SENCo.
- Care plans are reviewed by the SENCo along with consultation with parents each year; any changes should be notified to school where adjustments can be made.

- In case of medical emergency, staff will follow the procedures identified in the child's care plan.
- Identified staff are regularly kept up to date with First Aid Training including Paediatric First Aid to ensure they are familiar with what action to take in the event of an emergency.
- Two members of staff are paediatric first aid trained.
- Epipen training is accessed from staff through the School Nurse when needed.
- For every child with a medical need (eg. Asthma, allergies), there are distinct points in school that maintain GDPR but where information is available to staff are able to consult details of medical needs.
- Class teachers and support staff are informed of these needs.
- Inhalers are kept in high visibility bags so that they are clearly accessible.
- Children requiring Epipen have it stored in a clearly labelled box in a designated area.
- School can request the support of a range of other services such as speech and language therapy, occupational therapy, physiotherapy, mental health advice and counselling as required.
- All children access My Happy Mind wellbeing programme. When needed, wellbeing support is offered. This may be 1:1 ELSA support, Lego therapy group or social communication and interaction groups.
 - School can also consult the linked Primary Mental Health Workers for additional external support where required

Communication with Parents

- The first contact for parents will always be the child's class teacher unless the incident is deemed as serious.
- The school operates an open door policy.
- Parents are welcome to talk to staff at an appropriate time but longer conversations will need an appointment.
- We do not hold open days, but prefer prospective parents to visit on a normal working day.
- We hold induction meetings for new parents and undertake home visits to our new intake of children in the Summer term.
- Meet the teacher / Parent evenings are held each term and interim reports are also sent out in these terms. This gives parents the opportunity to meet with the teacher and/or SENCo and discuss progress.
- During the Summer term, children receive their annual full report.
- IEP's are sent home at the beginning of each half-term alongside any evaluated IEP's from the previous term. Teachers arrange a brief meeting with parents whose child has an IEP at the start of every half term.
- Next steps are shared internally via our weekly monitoring forms.
- Parents can offer feedback in a variety of ways: parent questionnaires, email or verbally.
- Parents and children with an Education Health Care Plan have regular opportunities to meet with the SENCo and asked to forward their views in writing for annual reviews where they are invited to attend.
- We communicate in a variety of ways such as phone calls, emails, meetings and letters.

- We send out parental questionnaires to ensure our school family has a voice in how they perceive our SEN systems.

Working Together

There is a School Council and a Junior Leadership Team. Here, pupils are encouraged to contribute their own ideas as well as put forward ideas from their classmates.

- Classmates are encouraged to give suggestions to their class representative to be discussed at meetings. Regular meetings are held with a member of staff.
- Regular fundraising events are organised by FOCS in order to raise money for equipment needed in school to support children's learning and enhance their environment for emotional wellbeing.
- Parents and pupils are encouraged to express their views at review meetings and parents' evenings.
- Parents have many opportunities to get involved in the life of the school such as volunteering in class, standing for parent governor elections, parents' meetings, joining FOCS and annual reviews.
- The Head Teacher writes a termly report to the governing body. The SENCo writes a yearly SEND report to Governors once a year.
- The finance committee are responsible for agreeing the annual expenditure for meeting the needs of pupils with SEND

What help and support is available for the family?

Help is available from a range of people within school to complete forms and paperwork.

- This may be the school's SENCo, or class teacher.
- A range of information is available on the school website.
- The SENCo have access to a range of contacts which may be of use to the family

Transition to Secondary School

Year 6 pupils have transition days to secondary schools and also secondary staff meet with the Year 6 teacher to help ease transition from Year 6 to Year 7.

- High school SENCo is invited to any SEND annual reviews in Year 6 during the summer term prior to them commencing high school
- Year 6 teachers pass on information via transition documents and will provide relevant additional information.

Extra Curricular Activities

School has a breakfast club (starting 7.30am) and after school club (finishing 6pm).

- School endeavour to make reasonable adjustments to meet the needs of individual pupils. This will be discussed with parents/carers.
- In addition, school offers a rich and varied after school club programme including judo, acting, baking, art, dance, netball, choir and book clubs at various times throughout the year. Most of these clubs are provided by teaching staff.
- Some clubs are funded through our School Sports Partnership funding and others may be a paid for club run by external agencies.
- Clubs may change half termly.
- School will make reasonable adjustments as required to meet the needs of individual pupils. This will be discussed with parents.
- Year 5/6 pupils are offered to go on a residential visit.
- Financial support may be available in some circumstances.
- Children entering the Foundation Stage are assigned a Buddy from the older year groups.
- Buddies help these children to settle in particularly at lunch times and play times as well as supporting them in normal school routines

Feedback

A weekly newsletter provides up-to-date information about school.

- Meetings with Governors take place each term.
- School operates an open-door policy and welcomes addressing any concerns in the first instance.
- The SEN Governor is in regular contact with the SENCo and Headteacher.
- The school website has both the SENCo's and Head Teacher's contact details