

**SEN and Disability**

**Local Offer:**

**Primary Settings Template**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Stalmine Primary School

School Number: 02/027

Updated: August 2020

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**Stalmine Primary School**

**Local Offer**

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| **Accessibility and Inclusion** |
| * Our school building is wheelchair accessible and we have a designated disabled parking space close to the school entrance. * We have an accessible toilet and changing facilities. * Ramps around the building allow wheelchair access in to all areas. |

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| **Teaching and Learning** |
| * Stalmine School adopts the graduated approach to SEND provision with four stages of action: assess, plan, do and review. * Children are assessed by teaching staff as well as outside agencies to determine any special educational needs or disabilities. Due to the fact we have our own successful nursery, we are fortunate in being able to identify from very early on any concerns we have. We work closely with the Early Years Specialist Teacher (Mandy Jephcote) who offers support for our nursery pupils with any SEND. * Any concerns from the Class Teacher are taken to the SENCo. Information about the child will be gathered over a period of time and their progress carefully monitored through the school’s tracking system. * If appropriate, interventions will be put into place and at a later date, the SENCo will liaise with the relevant professionals in order to assess the child’s individual needs. Any necessary individual support will then be put in place as advised. * We currently have no pupils requiring full time 1-1 support. * One year 6 pupil with an EHCP for Cognition and Learning and Communication and Interaction difficulties requires additional support for the majority of his work. With limited numbers of Teaching Assistants this can be difficult to manage. However, we utilise the resources we have to ensure his needs are met to the best of our ability - making sure the support received is in line with the statutory recommendations stated in the EHCP. * We currently have one pupil with an Education, Health and Care Plan. * We employ a TA2b who carries out specific interventions with groups of children throughout Key Stage 2. Intervention groups include: Phonics, Reading and Comprehension. * A TA2b also supports SEND pupils in Key Stage 1 and intervention groups include: Phonics, Reading and Comprehension as well as some group work or in-class support in Maths. * Independent learning is encouraged through high quality teaching and a curriculum designed to meet the needs of individuals. * We work with many outside agencies and these include:   - SENDo - Sam Clark;  - Educational Psychology services - Ian Corban;  - Link Educational Psychologist - Julie Basnett;  - Specialist Early Years Teacher - Mandy Jephcote;  - School Nurse (no allocated school nurse at present);  - Paediatricians - various;  - Communicate Speech and Language - Sarah Kettlewell and Ellie Burns;  - CAMHS;  - New Start Counselling Service - Edwana  - Other school settings.   * Training is on-going for staff. The Headteacher ensures that staff are well equipped in their SEND knowledge by sending them on appropriate training courses. The SENCo also delivers training as needs arise. * The SENCo has held The National SENCo Award since September 2019. * Provision mapping is in progress but still on-going. * For tests and SATs, the individual child’s needs are assessed and where it is necessary additional time, readers or other provision is put in place for them. |

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| **Reviewing and Evaluating Outcomes** |
| * Education, Health and Care Plans are formally reviewed annually and every 6 months for a child in Reception. All paperwork is submitted to Lancashire County Council via the school’s portal. * Progress of SEND pupils is monitored rigorously by the Headteacher and the SENCo ensures staff understand the systems in place to assess steps of progress. * PIVATS is a tool used to measure the progress (small steps of attainment) of pupils working below their chronological age expectations within the National Curriculum aspects of Reading, Writing and Mathematics. In some instances, they are also used to assess aspects of personal and social development. * PIVATS are completed termly by staff for those pupils who require them and review meetings take place between the SENCo and class teachers. The PIVATs are then used to help staff produce termly IEP targets as this enables progress to be measure clearly. * The SENCo and Head Teacher meet each term to discuss and evaluate outcomes for SEND pupils. * Children with SEND have Individual Education Plans which are sent home each term and contain focussed targets specific to the individual child. |

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| **Keeping Children Safe** |
| * Environmental Risk Assessments are carried out on a regular basis for any areas of concern within school. Headteacher, Governors and District Surveyor are all involved with this process. * Regular checks of premises and equipment are carried out. For example: play equipment; fire equipment and means of escape. * Personal Emergency Evaluation Plans (PEEPs) are devised for any staff or children who have additional physical needs. * Risk assessments are carried out on an on-going basis for school-based activities or trips. These assessments are carried out by class teachers. They are then submitted for approval by the Educational Visits Coordinator (EVC). If visits are of higher risk, then they will be formally approved at a Full Governing Body Meeting and approval from Lancashire County Council will also be sought. * At the end of the day, pupils in EYFS and Key Stage 1 are handed over to their parents by a teacher or Teaching Assistant. Parents of pupils in Key Stage 2 can consent for their child to walk down the drive alone. However, those who do not give consent, are handed over to the parent on a 1-1 basis. * Parents dropping children off at school usually park on Mill Lane. Markings up the school drive clearly indicate where people should walk and the Headteacher ensures children adhere to these boundaries. * Safeguarding at Stalmine School is paramount and we have a number of things in place to ensure the safety of the pupils in our care. For example, the school has a barrier at the bottom of the drive which is closed for 15 minutes each morning from 8:45am until 9am and each afternoon from 3:00pm until 3:20pm. This is to prevent any vehicle leaving or coming up the drive and parking on school grounds during these busy times. * We also have a 2 metre security fence around the perimeter of school to ensure pupil’s safety. * The children are supervised by staff throughout the day. Teachers, Teaching Assistants and Lunch Time Supervisors provide supervision at playtimes and at lunchtime and in addition to this, we ensure there are always 2 people on duty at any one time. * The Headteacher greets pupils between 8:45am and 8:55am as they arrive at school. * Provision is made to keep all children safe in PE or during outside school activities. Children are closely supervised and adequate numbers of additional adults are provided as necessary. * School policies are available through the school website.   **\* When pupils return to school in September 2020 following the Covid 19 pandemic/lockdown period, Stalmine Primary will adhere to all Government guidelines in order to keep all pupils safe. Further details can be found in the ‘Key Information’ section of the school website. We also hold a detailed Risk Assessment which can be provided if required.** |

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| **Health (including Emotional Health and Wellbeing)** |
| * The school’s medicines policy requires parents to administer medication to children wherever possible. Only in exceptional circumstances, or as part of a care plan, would senior staff administer medicine. A record of any medicine given is kept in the school office. * Medication is kept securely in the school office and only administered to children with explicit instruction, prescription and permission from parents and carers. * If a care plan is required, school staff will meet with parents and relevant medical professionals to produce the document collaboratively. Any staff member/s who have contact with the child identified in the care plan are made aware of the content. * Training on medical needs is provided through first aid training. Any extra requirements for specific medical needs would also receive training. * School have a defibrillator machine and the majority of staff members have received training. * Healthcare professionals provide support to the school as and when required. * The School Nursing Team are always on hand to offer support when needed. |

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| **Communication with Parents** |
| * Being a small school, everyone knows each other! We have an Open-Door policy and would hope that parents feel comfortable in approaching staff. * The class teacher is usually the first point of contact along with access to the SENCo and Headteacher. * The school uses an excellent communication system called Class Dojo which is a messaging service for teachers and parents. Parents are able to download the APP and this then allows them to send and receive messages. It is a wonderful resource and something which everyone enjoys using. Good work can be shared in the form of a photograph or message sent home. * Within Early Years, Tapestry (an on-line learning journal) is used as both an assessment tool and a communication tool between staff and pupils. Parents are able to upload pictures of their child to celebrate exciting times or examples of good work. * Parents/carers can make an appointment to see a member of staff and we endeavour to arrange a meeting quickly and efficiently - on the same day if possible. * Parents and carers are informed of progress through Parent’s Evening appointments (2 per year) and a formal report written annually. All staff are more than happy to meet with parents at any time if there is a need to discuss anything. Class Dojo provides many opportunities for information sharing. * Parents can give feedback to the school via parental questionnaires sent out each year. * Pupils in specific year groups also complete Pupil Attitude Questionnaires each year. |

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| **Working Together** |
| * Children offer their viewpoints through our School Council. These viewpoints are used to help improve the children’s school experience. * Children are able to offer their ideas for fundraising and suggest ideas to help improve our school and its environment. * Parents of Nursery and EYFS children are invited in each term for a ‘Stay and Play’ session where they can work alongside their child on a specific task (E.g. Christmas Crafts or Maths etc). * There is the opportunity for parents to stand as Parent Governor of the school. * We have an active PTFA who meet regularly to plan events to raise money for school funds. * School reports include opportunities for parents to respond and inform teachers of additional achievements. * The Governing Body meet regularly and the SENCo provides a written report which is shared with them. * The SENCo meets with the SEND governor throughout the year and the SEND governor is keen to offer support and guidance. |

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| **What help and support is available for the family?** |
| * The school provides support if a parent has concerns about completing a form and informs them who to contact about any issues regarding their child. The school can act as a first point of contact for parents if required. This can be accessed through contacting the class teacher, SENCo or Headteacher. * The school always works in partnership with other agencies in supporting families. * The SEND newsletter is shared with families of SEND pupils via email and this allows them to see for themselves the help and support available in Lancashire. The FIND newsletter is produced termly and families have the option of receiving this newsletter free of charge to their homes if they choose to. |

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| **Transition to Secondary School** |
| * The school liaises with the local high schools to provide a smooth transition to secondary school. We have an excellent relationship with the local high schools and where possible, the Year 6 teacher attends the Annual Transition Conference. * Children visit the school in question as a group as well as individually as often as required. * The Assistant Head/Pastoral Manager from our local secondary school meets with the Year 6 teacher and the children for an information sharing session. * There is also the opportunity for Year 5 visit days where the children visit the nearest high school and participate in fun activities. * For those pupils with an EHC plan, a Transition Review Meeting will be held in the Summer Term where information sharing can take place. |

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| **Extra Curricular Activities** |
| * We offer a wealth of after school clubs which are very popular with many SEND pupils. These clubs include: Yoga, Dance, Sports, Drumming, Little Zoo, Archery, Drumming, Film club, French and Forest Schools. * All pupils are welcome to attend but these clubs run on a first come first served basis. * In January 2020 we began a Breakfast Club for two mornings a week. Pupils can choose to attend for the whole hour from 7:45am until 8:45am or for half the time from 8:15am until 8:45am. There is a small charge for this club to cover the cost of the breakfast provided. * We do not currently offer our own holiday club but we do promote local holiday clubs which are on offer nearby and ensure parents are informed of these in advance of the holidays.   **\* Due to Covid 19 restrictions, the extra-curricular clubs on offer are currently on hold. The Headteacher and Governing Body are looking for ways forward with this but as of August 2020, no final decisions have been made. We hope that things return to normal soon but will continue to follow Government guidelines regarding the provision of wrap around care and after school clubs.** |

Updated on 16th August 2020 by Emma Parkinson (SENCo).