



## **SEN and Disability**

### **Local Offer:**

**Bolton-Le-Sands Church of England Primary School**

School Number: 01030

## 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](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFVILLAGESCHOOL-011001

School Name and Address	<b>BOLTON-LE-SANDS CHURCH OF ENGLAND PRIMARY SCHOOL</b>  <b>Mount Pleasant Lane, Bolton-le-Sands, LA5 8DT</b>	Telephone Number	<b>01524 823606</b>
		Website Address	<a href="http://www.bolton-le-sands.lancs.sch.uk">www.bolton-le-sands.lancs.sch.uk</a>
Does the school specialise in meeting the needs of children with a particular type of SEN?	<b>No</b>		
What age range of pupils does the school cater for?	<b>4-11</b>		
Name and contact details of your school's SENCO	<b>Miss Judith Pye</b>  <b>01524 823606</b>  <a href="mailto:j.pye@bolton-le-sands.lancs.sch.uk">j.pye@bolton-le-sands.lancs.sch.uk</a>		

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.

<b>Name of Person/Job Title</b>	<b>Mr Tim Cross, Headteacher</b>		
<b>Contact telephone number</b>	<b>01524 823606</b>	<b>Email</b>	<a href="mailto:head@bolton-le-sands.lancs.sch.uk">head@bolton-le-sands.lancs.sch.uk</a>

### 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 website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<b><a href="http://www.bolton-le-sands.lancs.sch.uk/index.php?category_id=177">http://www.bolton-le-sands.lancs.sch.uk/index.php?category_id=177</a></b>		
<b>Name</b>	<b>T. Cross</b>	<b>Date</b>	<b>15 May 2014</b>

Please return the completed form by email to: [IDSS.SENDReforms@lancashire.gov.uk](mailto: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 (e.g.; ancillary aids or assistive technology?)

### What the school provides

The school is located on the edge of Bolton-le-Sands village on a sloping site overlooking Morecambe Bay. Access to the site is an issue for all stakeholders in terms of safe access – the school's main entrance is located on a busy narrow lane without a footpath and the school's other pedestrian access can become congested. There is a large dedicated car parking space for users with disabilities and considerable work has been undertaken over the years to ensure that all the school's external doors are ramped to enable ease of access. A stair lift is located between Class 3 and the hall although there are other parts of school where access is by steps only. In these areas the steps are 'highlighted' using vibrant coloured tape and grab rails are provided. There is one washroom that is specifically designed for use by disabled people and there is also a shower in school and changing facilities. Foundation stage toilets have been adapted to assist younger children with physical difficulties.

Displays are accessible and clear. Relevant policies and procedures can be found on the school's website ([http://www.bolton-le-sands.lancsngfl.ac.uk/index.php?category\\_id=10](http://www.bolton-le-sands.lancsngfl.ac.uk/index.php?category_id=10)) and information is sent to parents and carers via a weekly email bulletin, text messaging, paper letters home and Twitter (@tweetBLS). A member of staff has been trained in Makaton and British Sign Language and plain English is used in communication with parents and carers.

When appropriate, pupils are provided with technological aids (eg laptop / iPad) for personal use.

Visual timetabling is used to support learners on the autistic spectrum and visual cues are used to enhance communication with children and parents whose first language is not English.

Health and Safety notices (including Fire safety notices) are plentiful and there is emergency lighting in the school hall.

## 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**

Prior to children beginning school, all parents and families are invited to come into school for a personalised visit with the headteacher and SENCo, when appropriate. At this initial meeting there is the opportunity to begin a dialogue between parents and the school about the child's needs. The school always liaises with the early years settings and ensures that transition meetings take place.

There is a structured induction in the months prior to children starting school and this process actively includes other professionals (including the school nurse, SENCo etc.)

In school, all staff are trained to closely monitor the progress of individual learners and report any concerns to the SENCo who will maintain a documented record. Assessments of all children are undertaken continually and this includes termly tracking of progress. The SENCo works alongside the class teachers and other staff members to specifically monitor and track the progress of individuals who have additional needs. The SENCo is able to 'screen' for dyslexia and then report on to an educational psychologist when required. There is also likely to be additional focused assessment of these children by the SENCo 'in house' or via other agencies including educational psychologists, speech and language therapists, the school nurse, physiotherapists, occupational therapists, specialist teachers etc. We always listen to the concerns and views of the child and his/her parents and carers during the process of identification and assessment.

Within classes, additional support for children with SEND is provided via:

- Carefully differentiated learning including specific programmes for individuals
- adult support
- use of ICT hardware and software when appropriate
- use of learning aids (e.g. overlays, talking tins, pencil grips etc.)
- consideration of the child's specific needs re access to facilities and resources within the learning spaces
- consideration of social arrangements within the classes (friendship groups etc.)
- personalised positive behaviour management programmes

External agencies and other professionals provide very good support to many of our SEND learners. We aim to be pro-active re seeking additional support and 'champion' the needs of learners. We analyse the children's barriers to learning and seek guidance from others. Staff trained in nurture methods promote positive engagement and work closely with children and their family members. This work is predicated on the belief that it is important to develop children's independence and inter-dependence.

All teachers and teaching assistants have termly SEND training and recent sessions have focused on SpLD, ASD and precision teaching. The school's SENCo and headteacher attend additional training specific to their roles. Whilst our staff members are 'generalists', a number have specific specialist knowledge of hearing impairment, ASD, nurture, speech and language and specific learning difficulties.

All the school's learners will, when appropriate, be required to undertake external assessments (e.g. KS2 SATs). In order to ensure that children with SEND are enabled to access the tests, the school will make specific arrangements within the framework of the statutory processes. This will include: the use of a reader, amanuensis, application for additional time, pre-assessment preparation, choice of a suitable space etc. It is our goal to ensure that all learners have the opportunity to succeed in external assessments.

The school has a very specific and detailed 'provision map' which clearly identifies all the children in school whose additional needs are met by additional provision. This process is reviewed each term alongside our other tracking systems. This is also a working document and is therefore flexible and active.

### **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**

There are currently no children in school with Statements or Education, Health and Care Plans (EHCs). However, we are aware of our current responsibilities in this context and would meet all relevant statutory requirements.

For other children with additional needs the school aims to:

- review the impact of additional support as a result of provision mapping (recording the nature of the intervention, its duration and a measure of progress made. Next steps are also identified.)
- detailed tracking of performance
- staged individual programmes of intervention and support
- use of SMART targets and assessment
- regular formal and informal liaison with parents and carers
- regular formal and informal liaison with other agencies
- pupil progress meetings (SLT)

### **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**

The school's primary goal is to keep all learners safe and happy. Our Mission Statement (*"With God at the centre, we reach out to support each other in learning, growth and community"*) promotes an outward looking and supportive attitude. Children with SEND may be vulnerable in school (in or out of class) and their needs are protected and promoted via dynamic and formal risk assessment and management, including:

- using Personal Evacuation Plans (PEPs) for fire safety and premises evacuation
- focused risk assessment for educational visits including reasonable adjustments, focused staffing, 1:1 support in sport and PE
- use of 'buddies' at break and lunch times
- targeted support of welfare staff at lunch times
- use of Care Plans (often multi-agency)
- nurture group support

Relevant staff members all take responsibility for elements of the risk assessment process and risk assessments are always seen as 'dynamic' and therefore able to be changed when necessary.

The school's geographical location presents challenges re access, dropping off and picking up etc. The school will work flexibly and sensitively with families to facilitate ease of access for all learners requiring specific support.

We recognise that children with SEND can be the victims of bullying and our policy can be found on our school's website at <http://www.bolton-le-sands.lancsngfl.ac.uk/download/file/Anti-bullying%20policy.pdf>. Pupils' and parents' views will always be taken seriously and the school will always respond when concerns are raised.

### **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**

In accordance with Lancashire LA guidelines, medicines are only administered to children when a Care Plan is in place or when the headteacher gives specific permission. All medicines are kept securely under lock and key and children are not normally allowed to self-administer medication. Usually, children are expected to manage asthma inhalers although a number of children may be assisted by staff members.

Care Plans are always 'shared documents' and are generated in partnership with the child, parents, school staff and health professionals. Care Plans are always shared with key staff as the child moves through the school from year group to year group. Copies of Care Plans are kept in class and are always shared with staff on a 'need to know' basis. A copy is also kept by the SENCo.

Individual staff have received training to support children with specific medical needs (eg asthma, allergies, diabetes).

The large majority of staff members are first aid trained and will respond to a medical emergency appropriately. Children with SEND may have a named adult who will provide specific medical care and liaise with the family. Specific advice is always sought from parents and/or health professionals re the medical support of individual children.

The school does not have any specialist facilities although the following services may be accessed in school (via other professionals by arrangement):

- occupational therapy
- physiotherapy
- speech and language therapy
- nurture support
- mental health services
- support for the visually impaired
- support for the hearing impaired
- school nursing services

### **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 (e.g. 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 school's website and prospectus clearly names all members of staff and their role in school. The website also contains a 'contact us' email link giving direct access to the headteacher's inbox.

The school aims to offer parents the opportunity to meet face to face with key staff members via induction meetings, review meetings and transition meetings. The school also offers a 'safe open door policy' enabling parents to meet staff members as soon as is reasonable. Communication with parents is made via weekly email bulletins, text messaging, written letters, direct phone calls and Twitter.

The headteacher also arranges 3 x Parents' Evenings per year. In addition, questionnaires are used to gain feedback

from parents, often with regard to specific planned changes or developments.

### 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

'Pupil Voice' is active in school with an elected School Council, buddies and prefects. More significantly, staff members engage with learners on a 1:1 basis as a part of their professional role in fulfilling the school's Mission Statement. Our House system enables a range of voices to be heard and to contribute to the wider life of the school. Classes have feedback boxes and special books within which children can record their opinions and/or express their views.

The school has an active PTA (the FOBLES) and there are opportunities for parents to support school via the FOBLES or via election as a teacher governor or foundation governor. The school aims to signpost parents to complimentary service providers including Lune Park Children's Centre, SCUDA, LA officers and services, including 'Contact a Family'. The school Governors actively promote inclusion and there is a named governor, Margaret Foster, who reports to the Governing Body re SEND issues. Mrs Foster can be contacted via the school office.

### 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

Support is available to parents re any aspect of the education, care and health of any child in school. Class teachers, the headteacher and the SENCo are particularly keen to ensure that parents of children with SEND are confident that their needs will be addressed. The school's communication with parents is extensive and we aim to provide current information. The school will assist parents with the completion of forms, writing letters etc. when this supports the family's needs.

Advice and support is often shared with parents re access to school and e-safety. Curriculum evenings and specific meetings are organised for groups of parents regularly.

If a parent needs help or support s/he only needs to ask.

### Transition to Secondary School

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

#### What the school provides

Bolton-le-Sands School 'feeds' 7 local secondary schools and 2 local all-age special schools. Very good professional relationships are in place with these schools and transition is generally well-managed and effective. Transition

meetings (and pre-meetings) are always held for families of students with SEND. The school will aim to draw together all personnel / agencies who are associated with the child to ensure that the receiving school is fully aware of the child's needs. During the months leading up to the transition to the receiving school, the views of the child and parents will be central.

A number of local secondary schools offer summer school learning that is focused on the needs of children with additional needs.

### 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

Before and after school child care is provided by a range of local providers – especially by Bolton-le-Sands Pre-School and Nursery who have a very positive relationship with the school.

The school provides a very wide range of sporting and cultural clubs and each one is open to all learners, including those with SEND. The staff responsible for each activity will actively welcome children with additional needs and will ensure that the club's activity is accessible by making reasonable adjustments where necessary.

Clubs offered include: art, tag rugby, construction, choir, recorder, creative writing, athletics, cross-country, 'loaves and fishes', eco, football, film, homework, ju-jitsu, street dance, gym, cricket etc.

Positive relationships and friendships are promoted via:

- a positive and happy school ethos
- effective programme of personal, social and health education
- buddying
- 1:1 support for new arrivals
- our House system supports cross-phase friendships
- circle time
- family support (a pro-active listening ear)
- anti-bullying policy
- broad range of clubs
- mixed-age classes promote friendships across year groups
- whole school enrichment days