

**SEN and Disability
Local Offer:
Primary Settings
Salterforth Primary School
13/048**

School /Academy Name and Address	Salterforth Primary School		Telephone Number	01282 812223
			Website Address	www.salterforthprimary.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	Mrs V Havers-Strong 01282 812223 head@salterforth.lancs.sch.uk			

Name of Person/Job Title	Mrs V Havers-Strong SENDCo and Headteacher		
Contact telephone number	01282 812223	Email	head@salterforth.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	https://salterforthprimary.co.uk/key-info/send/		
Name	Mrs V Havers-Strong	Date	02.09.2024

Accessibility and Inclusion

What the school provides

- The school was built in 1910 and is on two floors.
- There is wheelchair access to the building through the main reception door, to all ground floor classrooms, the hall and library.
- Classrooms on all floors have been externally assessed for their suitability to meet all our current pupils' access.
- The school car park allows disabled drivers to have easy access to the main school entrance with prior notice.
- The ground floor of the premises affords an accessible toilet.
- As a small school we pride ourselves on our knowledge of our families and community and offer help and support with access to those who have a disability or are physically impaired.
- Furniture is modern, of a suitable height and appropriate to the age group of children being taught in that classroom.
- The school has a range of ICT programs for pupils with SEN. In addition to IPADs, headphones, laptops and computers, interactive whiteboards are installed in every classroom, the library and hall.
- Policies and procedures are located on our school website and information can be provided in different formats where requested.

Teaching and Learning

What the school provides

- As outlined in the SEND Code of Practice; 0 – 25 years 2014, early identification of SEN is essential. Children are assessed regularly and progress is tracked by class teachers and Senior Leaders to ensure that pupils achieve their potential. Where children are not progressing as expected, additional support is given.
- In-school or external assessment procedures can be carried out to identify specific special educational needs. When a specific need is identified, the class teacher and SENCO will work closely with parents to ensure that appropriate strategies are put into place to support the child.
- The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- Good provision mapping allows for effective deployment of staff to meet children's needs.
- We have good links with external agencies such as Occupational Therapy, Speech and Language Therapy and Educational Psychology and specialist teacher services which helps us to effectively support and facilitate access to the curriculum for pupils with SEND.
- We also have access to support from the Inclusion hub and Children and Family wellbeing services when this is appropriate

- Staff have access to general and specific SEND training through outside agencies and in-house professional development opportunities.
- Readers, quiet spaces, scribes and amanuenses can be provided to support pupils in SATS tests where appropriate.
- Provision mapping is tightly focused on meeting the needs of our pupils.
- We have Teaching Assistants who specialise in delivering focused intervention.
- We have a dyslexia friendly phonics programme
- Our classrooms are tailored to be dyslexia friendly where possible with limited visual noise, and a focus on calm surroundings.
- Parents are fully involved in discussion surrounding their child's needs and appropriate support to help them achieve their potential
- Each classroom has a regulation station with a range of materials for emotional regulation.

Reviewing and Evaluating Outcomes

What the school provides

- Reviews take place on a regular basis (at least annually) EHC Plans, in line with the SEND Code of Practice 2014.
- Parents, the pupil and any outside agencies who are involved with the child are fully involved in providing input into review meetings.
- Interim reviews can be called at any time in the case of any issues arising for a child with an EHC Plan.
- Regular parent's meetings take place to discuss and review IEPs (at least termly). These are in addition to or an extension of the normal parent meetings afforded to all parents.
- A review meeting takes place annually with the school SENDCo
- Health care plans are devised when a child's needs arise in consultation with health professionals, parents and the child. These are updated annually.
- Good links with Health Agencies (including the school nurse, occupational therapy and paediatric services) enable us to provide appropriate support for pupils.
- Good links with the Educational Psychologist and Specialist Teachers enable focused support and provision to be made for pupils with SEND. The input from such professionals helps to inform evaluation of the effectiveness of provision.
- Children with SEND are assessed regularly. PIVATS are used to track academic pupil progress.
- Pupil progress is discussed termly with the headteacher and a review of provision for children whose progress is less than expected is then held and new strategies of support put into place. This is called the assess, plan, do, review cycle

- Parents are able to contact the SENDCo directly and can arrange to pop in for a chat or update on their child's progress at any time or if they have any concerns.

Keeping Children Safe

What the school provides

Handover arrangement for pupils with SEND can be made where appropriate. These arrangements are individually devised according to the needs of the child (or parent).

- Supervision arrangements throughout the school day are individually devised to meet the needs of the child (this includes supervision outside of the classroom).
- Risk Assessments are developed for individual pupils and activities where necessary. Every effort is made to ensure that SEND pupils have the same access to the curriculum as all pupils.
- Policies and procedures (including those on anti-bullying) can be found on the school website.
- If a pupil's needs impact on the handover at the start or end of the school day then an individual routine will be put in place to support the pupil. This may only need to take place as a temporary measure if the pupil is feeling unsettled, or has other issues that are impacting on the transition between home and school.
- Prior to any educational trips, the needs of all children are assessed and staffing is put in place to ensure the safety of all pupils. We ensure that pupils can access educational trips by completing a pre-visit, a Risk Assessment and by having appropriate pupil and adult ratios.
- Individual Emergency evacuation plans are put into place for any children who have physical or sensory needs that may hinder their safe evacuation in the event of an emergency.

Health (including Emotional Health and Wellbeing)

What the school provides

- Almost all staff are first aid or paediatric first aid trained.
- Prescription medication for pupils with chronic illnesses are kept securely in the school office or staff room if refrigeration is required.
- Inhalers for asthma are kept in the classroom where the child has easy and quick access to the medication.
- Health care plans are drawn up in discussion with parents (and the child if appropriate) and medical professionals. Relevant staff are informed so that they are aware of the content of the plan.

- In the case of a medical emergency, school staff would follow standard procedures – dial 999 for an ambulance and contact parents/guardians immediately.
- Children that have a diagnosed medical condition will have an emergency medical card in school which can be handed directly to the emergency services. The emergency card will have the most up to date medical information that school hold.
- All children with medical conditions are on the school medical board in the staffroom with their photograph, diagnoses and medication.
- In the case of specific medical diagnosis, all staff working regularly with the child will receive the appropriate training and where possible all staff in school will receive this training also.
- Where appropriate, medical professionals and therapists can provide support in school – sight checks, height and weight monitoring, school nurse support, speech and language therapy etc
- With parental consent, the school SENDCo is included in the distribution list of medical professionals to ensure the school receive the most up to date medical information in a timely manner.
- Staff are able to provide personal and intimate care for pupils with medical or Special needs for which this is required and this will be detailed in a child's care plan and a log will be made of all intimate/personal care that has been provided.

Communication with Parents

What the school provides

- Our school website contains details of staff and their responsibilities.
- We have an Open Door Policy at our school, allowing parents can contact staff when they need to.
- Parents can contact their child's class teacher, the school bursar or the SENDCo/Head teacher using our messenger service or via telephone.
- We have three parent's evenings per year with additional meetings for parents of children with SEND.
- We hold an 'intake' meeting for new reception parents at the end of the summer term prior to their child starting and we hold phonics information evenings for EYFS and year 1 parents.
- Exhibition days are held three times a year where parents can come in and see what their child has been learning during that term.
- Parent questionnaires enable parents to give their views alongside our evaluation system for events.
- Parents are welcomed into our Friday celebration assembly every week
- Children with SEND or additional needs will be involved in the creation of their child's IEP and will also receive a copy for their records at home.

- School policy is to complete a home visit for any child starting the school at any point in their school career. This gives parents the opportunity to get to know key staff quickly and for the school to have an understanding of family structure and requirements
- 3 parents evenings are held each year (once per term) and parents of children with Special Educational Needs and/or Disabilities are offered an additional meeting (or an extended parents evening appointment) to evaluate IEPs and provision and to discuss in more detail their child's needs. The SENDCo may be a part of these meetings at the request of either the parent or the class teacher.

Working Together

What the school provides

- Salterforth School has its own School Council. Weekly meetings are held to allow pupils to express their views regarding the improvement and development of our school. Designated council members feedback to each class for discussion and ideas are brought to the next Council meeting. Our School Council generates and organises events throughout the year to raise money for their school projects and their selected charities
- Annual reviews and IEP reviews for children with SEND enable parents and pupils to have their voice heard.
- Exhibition days enable parents to get involved in their child's learning.
- Some parents volunteer in school. We welcome such volunteers.
- Elections to the Governing Body are held when parent governor vacancies arise
- Parents are able to share their views using the annual parental questionnaire and parental feedback is gathered on a range of upcoming changes within school

What help and support is available for the family?

What the school provides

- Class teachers, the SENCO/Head teacher will offer help with forms of any kind where required.
- Information is shared with parents through our two community noticeboards, school story on the Class Dojo app and our school website.
- Travel Plans can be devised where appropriate.
- Regular newsletters (termly) are sent to parents with safeguarding updates and information
- We have a range of local charities and services that we can sign post families to for different support and can access early help services through the local authority.

- The school can signpost parents and families to local services which can provide additional support outside of the remit of the school such as Children and family wellbeing service, Lancashire women, Citizen's Advice Bureau and other local charitable organisations

Transition to Secondary School

What the school provides

- Secondary Schools visit pupils in school and children have visits to their respective secondary schools.
- Plans for enhanced transition programmes are devised individually to suit the needs of the pupil.
- The school SENDCo will, where possible, arrange a transition meeting with the secondary school SENDCo to ensure information is passed effectively and opportunities for discussion are provided.
- SEN support plans which outline the needs of the pupil are passed to the secondary school. Plans include an 'All about Me' profile compiled by the pupil and parents to outline the pupil's current situation, opinion and aspirations for the future.
- Transition reviews are held involving representatives from the receiving school.
- **Transition into Primary School from nursery**
- Nursery and Home visits are completed by Foundation Stage Staff with the SENDCo where necessary.
- Stay and play and transition sessions are provided for pupils to visit and experience Primary School.
- School attends transition reviews in nurseries for pupils due to be admitted.
- Enhanced transition plans are devised for pupils who require additional support.
- Provision mapping takes into account those pupils due to be admitted who have additional needs.

Extra Curricular Activities

What the school provides

- School offers a breakfast and after school club to all pupils. The child care facility operates from 7.30am to 8.45am and from 3.30pm to 6.00pm
- Teachers, volunteers, and outside agencies provide extra-curricular activities for pupils throughout the school at different times of the year for different age groups. These are held at lunchtimes and after-school to ensure access for all pupils, as many of our pupils rely on the school bus for transport and therefore are bound by times. Clubs are run for various groups of children, including KS1 and KS2. The needs of the child are considered when additional support is required. All of our extra-curricular activities are planned to be accessible by all our pupils
- External agencies often run after school sports sessions which provide opportunities to access different sports. These sports sessions incur a cost for parents but support is available for children accessing the pupil premium grant.
- Children access playtime together with a buddy system in place between year 6 (gardeners) and EYFS pupils (seeds) and our senior pupil team provide a wellbeing warrior service to ensure children are happy and have friends to play with at lunchtime and breaks.
- All school trips are planned and risk assessed to ensure they are accessible by all our pupils and choice of activities takes into account the physical, emotional and social needs of our children.

Feedback**What is the feedback mechanism**

- Feedback from parents and carers can be provided to school through informal communication via telephone or class dojo messenger service.
- Parent questionnaires allows parents to offer feedback on a number of issues in school
- The school website has a contact us form which is connected directly to the Headteacher.