



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Christ Church Charnock Richard C E Primary School**

School Number: **09033**

School/Academy Name and Address	<b>Christ Church Charnock Richard C of E Primary</b>		Telephone Number	<b>01257 791490</b>
	<b>Church Lane, Charnock Richard Chorley PR75NA</b>		Website Address	<a href="http://www.charnockrichard.lancs.sch.uk">www.charnockrichard.lancs.sch.uk</a>
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	<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 HE Woolley 01257 791490 hwoolley@charnockrichard.lancs.sch.uk</b>			

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.

Name of Person/Job Title	<b>Miss H E Woolley Key Stage 1 Lead, AST EYFS / SENCo</b> <i>Completed the SENCO award 2016</i>		
Contact telephone number	<b>01257 791490</b>	Email	<b>hwoolley@charnockrichard.lancs.sch.uk</b>



## 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>	<p style="text-align: center;">http://www.charnockrichard.lancs.sch.uk/</p>		
<b>Name</b>		<b>Date</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 (eg; ancillary aids or assistive technology?)

#### **What the school provides**

**The school was built 1969 and has had several extensions and improvements. There is wheelchair access to all parts of the school, including the playgrounds. There are toilet facilities for the disabled in the school foyer. The school has an accessibility plan which sets out the school's priorities for improving physical access, curriculum access and access to information. Recent provision from the Physical Access Plan includes ramp access to the Key Stage 2 play area, vision panels to the internal doors, changing facilities in the disabled toilets and improved signs around the school. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Adaptations to furniture is sought where necessary through the school's Occupational Therapy Service. The school has a range of ICT programmes for pupils with SEN in addition to headphones, ipads, computers and interactive whiteboards installed in every classroom.**

### **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**

Early identification is sought wherever possible, and outside agencies are utilised to advise on the provision of intervention strategies if needed.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

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.

Each class has the benefit of at least one Teaching Assistant.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse etc...).

Staff have received first Aid and Epipen training where needed. In addition, all teaching staff and 3 TA's have been trained to support pupils with Dyslexia and

Specific Learning Difficulties. 2 TA's have received training to support EBD and MLD pupils. The SENCo has been trained in supporting pupils with ASD and HI/VI.

When sitting examinations children with SEN can be supported 1 to 1 (EHCP), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The school's assessment tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

## 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

**Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. IEPs are produced three times per academic year, and parents are invited to contribute to IEP reviews. The school operates an Open Door policy with regards to any concerns a parent may have.**

**Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.**

**The SENCO runs a SEN open evening once a term.**

## 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 Head Teacher carries out Risk Assessments where necessary.**

**If required a handover is carried out by the SSA, a T/A or class teacher to the appropriate parent/carer. Designated areas can be provided for pick up and drop off points if needed.**

**A member of staff supervises each lunch break in addition to lunchtime support staff who also supervise children in the play areas at playtimes and lunch times.**

**Support is available in every class but some classes have additional adult support if required.**

**Parents can access the Anti-Bullying Policy on the new school website.**

## **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**

**All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records. All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Diabetes and Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.**



## 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 (eg 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 website contains details of all staff currently employed by the school and the School Prospectus also provides this information. The School operates an Open Door policy and has 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for parents to record their views and suggestions.**

## 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

**There is School Council and a School Ethos group for pupils to contribute their own views. Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews. Elections to the Governing Body are held in the event a vacancy arises. There is a home/school agreement which is signed by all new parents and children.**

## 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**

The Class Teacher, SENCo or Head Teacher can offer help with forms if this is required.

There is a Notice board which contains additional information of upcoming events or general useful information. School can signpost parents to the local Sure Start facility if needed, details and links are available on the school website, representatives from the Sure Start facility attend and introduce themselves at the new intake meeting for new families.

Travel Plans are constructed in partnership with parents if needed.

## Transition to Secondary School

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

### What the school provides

**Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.**

**More tailored transition arrangements are used for SEND pupils to suit their particular 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

**The school operates a daily After School club which is available to all pupils. There are opportunities for pupils to take part in weekly Music lessons (clarinet, flute, saxophone, violin) and a Mad Science Club at a fee. In addition, pupils can take part in Cross Country, Football , Netball , Rounders, Rugby, Judo, Gymnastics, Fencing, Art, Guitar and Chess Clubs all free of charge. Clubs run for a minimum of 5 weeks. The Clubs are available to all the pupils in the designated age range assigned to that activity (e.g. Cross Country available to Key Stage 2 pupils but not Key Stage 1).**

**Children entering Reception and other Year Groups are assigned a Buddy. There is a Lunchtime Nurture Club for pupils who need support in socialising, where structured games and activities are offered.**