



SEN and Disability

Local Offer:

**St John's Stonefold C.E.
Primary**

Accessibility and Inclusion

The school building dates back to 1894 with an extension added in 2002. It has wheelchair access to the front entrance and easy access to the playground. The accommodation is on two floors with no lift to the staffroom. The school has a disabled toilet suitable for wheelchair users. There are bright displays throughout the school and interactive boards in all classrooms. Policies for the school are available on request and key policies are available on the school website. A range of information is available on the school website. In addition weekly newsletters are also sent out. Most classrooms are fitted with blinds and all are equipped with modern furniture and the height of furniture is suitable to the age group of children being taught in that class. The school also has coloured overlays and whiteboards for pupils with SEND, which are used when needed. Laptops, iPads, headphones and interactive whiteboards are some of the aids used to assist SEN learners in school.

Teaching and Learning

Early identification is vital and outside agencies are used to help with advice with the provision of intervention strategies. Parents are informed immediately if there are any concerns and parents are included in any support plan.

The class teacher and special educational needs coordinator monitor children's progress in line with school practices. In turn, this is monitored by the headteacher.

In the case of children with disabilities or other medical needs, specialist support, equipment and training is provided by the SEND service and NHS.

Children with medical needs have a specific individual care plan that is shared with supporting staff. Visual timetables are used as needed within classes as well as individual timetables for children to access where specified on their Individual Support Plans. Some children may have support from a personalised Individual Behaviour Plan short term to help behaviour concerns displayed and to help them to self-regulate and express their emotions positively.

Assessments are completed at least termly by the class teachers and analysed by the Headteacher, SLT and SENDCo. Trackers are used throughout school clearly track progress termly and provides data, monitoring children receiving Pupil Premium as well as children with special educational needs etc. PIVAT's (Performance Indicators for Value Added Target Setting) is used to assess children and is a system to inform target setting for children whose performance is outside national expectations and works alongside statutory assessment. PIVAT's Personal, Social, Emotional and Developmental is also used where appropriate.

Children can be referred on and assessed for various needs by outside agencies such as Lancashire Authority's traded Inclusion and Disability Specialist Service (IDSS), Neurodevelopmental Pathway etc. The Educational Psychologist is involved for assessment, advice and guidance of strategies to support some SEND learners, through the school cluster group each term.

All classes have support from a Teaching Assistant at various points timetabled throughout the week to support with interventions and needs accordingly. The class teacher will direct the Teaching Assistant to help promote progress, teach and learning outcomes, including those children identified with additional needs and SEND needs.

Transition meetings and sessions are held at the end of each academic year to ensure smooth transition from one class to the next. Class handovers between current class teacher and next class teacher takes place to ensure consistency and Quality First Teaching strategies are shared to help meet children's needs. Additional transitions days may be held for children transitioning to St. John's Stonefold where needed and in liaison with parents.

Some staff have Paediatric First Aid Training. The SENDCo attends clusters and network meetings, along with other professional developmental courses regularly to update her knowledge as well as train the staff in SEND when required. The SENDCo is an experienced teacher with experience in a range of areas including ASD; ACE's; BESD; EAL and SpLD.

The SENCo offers teacher and TA's support where needed throughout regular liaison and drop in sessions throughout the year.

Access arrangements may be made for children with SEND and an Educational Health Care Plan during end of Key Stage Assessments.

Provision maps help to record the type of intervention a pupil is receiving over time and impact to help follow the assess, plan, do, review cycle.

Reviewing and Evaluating Outcomes

Where applicable, parents contribute to the EHCP Annual Review and receive copies of all the relevant paperwork concerning their child. Pupil voice is also collected through discussion and liaison etc. Photographs and observations are used for children with more complex needs.

Individual Support Plans are written and evaluated three times per year and shared with parents and children. Children can also be given an Learning Plans if they are new to the school and needs have been identified as well as at any point in the year, should the need arise. The school has an open door policy and parents are welcome to discuss any concerns with the SENDCo and class teachers. Progress of pupils is monitored at least termly through tracking systems, interventions and provision mapping. The school has accessibility plans in place which are, reviewed annually.

Keeping Children Safe

The Headteacher carries out risk assessments where necessary. School trips are all risk assessed by staff and authorised by the Local Authority (Type B) and Governors.

Health and Safety walks as well as other safety assessments are in place in the school. Handovers are carried out by teachers and TAs if required for some children. A senior member of staff is always available at playtimes and lunchtimes. If needed, children will have lunchtime support for medical and physical needs.

At lunchtimes, a member of the Senior Leadership Team and support staff are on duty to supervise the children. EHCP children have support at playtimes and lunchtimes if required.

Behaviour support plans are in place to ensure the children are safe. The Anti-Bullying Policy is available on the school website as well as other key policies e.g. Whistleblowing and Safeguarding to ensure the safety of all children. The school completes concern logs via CPOMs and follows child protection procedures if children are at risk of harm. The Safeguarding & Child Protection Policy is also available on the website.

Liaison with outside professionals such as Children's Social Care and the Police is on-going as and when a need arises to keep children safe. The Head teacher, Assistant Head teacher and SENCo have been trained as the Designated Senior Leaders for safeguarding which is every 2 years. Staff are trained regularly on safeguarding, annually at the start of the academic year.

A secure fob entry system ensures the safety of all staff and children in the school. All staff have a Photo ID badge and visitors are asked to sign in and are then given a visitor badge for identification purposes.

A structured behaviour management system also aids the safety of all children in school. Emergency evacuation procedures are in place and reviewed on an annual basis for effectiveness. These include evacuation both on and off site. In addition whole school safety training is delivered such as road safety and staff safety on line.

Cyberbullying, Stranger Danger, Anti-bullying, Transport Danger and Online Safety information is given to all children to keep them safe. The school has a notice board in the staffroom to inform all staff working in the school of the various SEND/CP needs the children have in school to ensure safety of all pupils.

Health (including Emotional Health and Wellbeing)

All medicine administered is recorded on a form and signatures are obtained by the parent/carer. Care plans are completed by the school and school nurse in liaison with the parent/carer. The master copies are kept in the child's SEN file and the plans are shared with the class teacher and TA. The medicine dosage (if applicable) and frequency is also included on the plan.

The vast majority of staff are First Aid trained.

The school works very closely with the school nursing team to ensure children's health needs are met. Where needed Early Help Assessments may be carried out and regular Team Around The Family (TAF) and other meetings are held to help support children and their families in all aspects of their health and wellbeing.

The PSHE curriculum is adapted according to the needs of the children in order to meet their needs effectively. Pastoral support is also available from the vicar for staff, parents and children.

Communication with Parents

The school website has details of all staff employed by the school.

The school operates an open door policy and parents are welcome to come into school to discuss any matters. Open days, weekly Celebration Worship and fundraising events take place in school and parents are invited to these.

An annual report at the end of the academic year is sent to parents. Individual Student Support Plans are also sent out to parents three times per year and include parent and child voice.

Home school links are established with parents with children with SEND and behaviour management strategies and advice are in place.

A group call text messaging system is used to inform parents of key events along with Parent App and Class Dojo. A text message is also sent to parents for attendance purposes. There is a first response system in place to improve the attendance of pupils. Attendance contracts are also in place to help support families in raising the attendance. If attendance does not improve, pupils can be referred to Lancashire Authority's Pupil Attendance Support Team (PAST).

Working Together

The school has a school council for pupils to share their views. Parents can express their views about their child during parent evenings and annual reviews. Elections to the Governing Body for Parent Governor positions are held if a vacancy arises.

The SENDCo provides an SEND report for Governors termly. The SEND Governor and SENDCo liaise on a regular basis.

Home school agreements are in place for all children in the school and attendance contracts are used as and when required.

A PTFA group (FOSS) helps to support school throughout the year and organise key events.

The Senior Leadership Team are available in school for parents to share their views and to build positive relationships, working as a school family.

Extra-Curricular Activities

St John's runs a range of clubs for pupils such as; Choir; Multiskills; Music; Football; High 5 Netball. Clubs are paid and also some are free of charge. All clubs are fully inclusive regardless of the child's needs. Clubs are available to all pupils in the designated age range. Staff aim to ensure all children access a club at least once a year.

There is a buddy system for pupils to encourage friendships. Play leaders support pupils at lunchtimes too. Also the nurture provision and PSHE curriculum including circle time once a week aids the behavioural, emotional and social development of all pupils in school. At lunchtimes staff on duty encourage children to play games and equipment is available for the children to use. There are a range of school trips throughout the academic year and children in Year 6 can take part in an organised residential trip.

What help and support is available for the family?

Parents are assisted with online admissions and Free School Meal applications if needed. A weekly newsletter keeps parents informed of the upcoming events in school. Parents are invited to class assemblies as well as celebration worship every Friday. Throughout the year parents are invited to performances for key religious events, some of which are held at church.

We have a number of parents who support the school in various events. If a pupil required a Travel Plan to get their child to and from school this would be dealt with by the SENDCo if required.

Transition to Secondary School

All Year 6 pupils have taster day visits to their chosen secondary school. SEND children may also have extra taster days to help ease the transition. All the relevant records for SEND pupils are sent to the new school and teachers from the secondary provision are encouraged to visit the school. The SENDCo invites the secondary school SENDCo to the Transition Annual Review of children with an EHCP.

Reviewed and updated : Sep 2022 by K. Jamil