



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Knuzden St Oswald's CE

School Number: 11021

School/Academy Name and Address	Knuzden St Oswald's CE Primary School	Telephone Number	01254 667222
		Website Address	www.st-oswaldscofe.lancs.sch.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 Vikki Havers-Strong 01254 667222		

Name of Person/Job Title	Mrs Vikki Havers-Strong SENCO		
Contact telephone number	01254 667222	Email	vhaversstrong@st-oswaldscofe.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	www.st-oswaldscofe.lancs.sch.uk		
Name	A E Gray	Date	1.9.19

Link to Lancashire County Council Local Offer	www.lancashire.gov.uk/SEND
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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 building is on two floors. All teaching bases are on the ground floor and access to these and the playground is wheelchair friendly.
- There are two disabled toilets on the ground floor, one suitable for KS1 and one suitable for KS2. All staff facilities, the school office, the ICT suite and the library are on the first floor. Provision can be made for children to access the ICT equipment and the library on the ground floor.
- Policies and procedures are located on our comprehensive school website. Information can be provided in different formats where requested.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Height adjustable furniture is available where required.
- We have contrasting strips on the stairs and contrasting colours on the walls to assist the visually impaired.

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

- 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.
- Staff have access to general and specific SEND training through outside agencies and in-house professional development opportunities.
- Readers, quiet spaces 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 specialist Speech and Language and wellbeing Teaching Assistants on site.
- We have Teaching Assistants who specialise in delivering focused intervention.
- We have a dyslexia friendly phonics programme.

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

- Reviews take place on a regular basis (at least annually) for pupils with 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 parents meetings take place to discuss and review IEPs (at least termly).
- 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.

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

- 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.

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

- Most staff are first aid or paediatric first aid trained.
- Prescription medication for pupils with chronic illnesses are kept securely in the school office.

- 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.
- We have two Speech and Language Specialist Teaching Assistants who are trained to deliver programmes provided by the Speech Therapist

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

- Our school website and school prospectus contain details of staff and their responsibilities.
- We have an Open Door Policy at our school.
- Reports are provided for parents at the end of each term.
- We have three parent’s evenings per year.
- We hold a ‘Meet the Teacher’ evening at the beginning of September and Intake Meetings for new reception parents in the summer term.
- 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.

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

- We have a Pupil Worship Team who work alongside our Worship Co-ordinator.
- Pupils take part in the Pupil Attitude Questionnaire.
- 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.
- We have an enthusiastic PTA.
- Elections to the Governing Body are held when parent governor vacancies arise.

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

- Class teachers, the SENCO or Head teacher will offer help with forms of any kind where required.
- Information is shared with parents through our two community noticeboards, an Anomaly information screen on the yard, school story on the Class Dojo app and our school Facebook page.
- We work alongside Child Action North West who provide emotional and well-being support for children with this type of need.
- Travel Plans can be devised where appropriate.

Transition to Secondary School

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

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.
- 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.
- Transition days 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

- 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

- School operates a breakfast club in-house and signposts to other registered after-school clubs who provide after school provision who pick up from school. Some of these clubs also offer holiday cover.
- We provide extra-curricular clubs which are mainly run by outside agencies. These include sports clubs. Some clubs operate with a fee, dependent on the provider.
- Our sports coach runs various sports/games clubs at lunchtime.
- Clubs are run for various groups of children, including KS1 and KS2. The needs of the child are considered when additional support is required.