



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Anderton Primary

School Number: 09028

School/Academy Name and Address	Anderton Primary School		Telephone Number	01257 480551
			Website Address	www.andertonprimaryschool.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:	
	No			
What age range of pupils does the school cater for?	4-11			
Name of SENCo	Louise Minton			

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	Mrs Louise Minton Head teacher		
Contact telephone number	01257 480551	Email	head@anderton.lancs.sch.uk

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.

Please give the URL for the direct link to your school's Local Offer	http://www.andertonprimaryschool.co.uk/?q=node/71		
Name	Louise Minton	Date	July 2016

Please return the completed form by email to:
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 environment is fully accessible with an external ramp which leads to the front entrance of the school. All external doors have been widened to allow for wheelchair access. In the school hall there are two electric doors which have a push button operation system at wheel chair height. The school has a disabled bathroom facility. All classroom ceilings have been lowered to improve the acoustics in order to aid children who have hearing impairments. The Health and Safety team and the Facilities Committee of the governing body meet twice per year to discuss ways of improving the setting further. The school car park has one space marked as a disabled space.

- Relevant policies and the school prospectus are available on the school website and available as hard copies from the school office. Newsletters are sent by email regularly and can be adapted to other languages if necessary. We have several children whose first language is Polish and newsletters, text messages and the school website can be translated for parents.
- Children are supported in their access to a wide range of resources. All efforts are made to ensure that all children's access needs are supported.
- Ancillary aids and assistive technology is made available for a child's particular needs if necessary.

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

- Children are identified as having SEN either on entry to school from Nursery provision or are identified once in school. We pride ourselves on early intervention and support. Class teachers, support assistants and the SENCo are well trained to observe and assess children. In this way the correct level of support and intervention can be given early enough.
- Support assistants are provided for children with an EHCP (Education Health and Care Plan) and extra tuition and one to one support is offered for children with additional needs.
- Access to the curriculum can be enhanced through the adaptation of resources and equipment if necessary.
- We share updates on training and legal requirements regarding SEN and disabilities with all staff. Parents have been invited to Disability Scheme and Equality meetings in school.
- Amongst our staff we have the following specialisms: speech and language,

moving and handling, sign along and ASD. All staff have been trained in “Early Signs of Dyslexia.”

- During tests and assessments we ensure that children with SEN are able to access modified tests. In some cases children may be allowed extra time to complete a test. Children who are easily distracted may complete the tests in a separate room with their support assistant. Occasionally children are dis applied from tests.
- SEN provision mapping is undertaken by the school SENCo and is entered into the school office programme SIMS.net. This enables us to be able to allocate the correct level of support to each child with additional needs.

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

- Children with an EHCP (Education, Health and Care Plan) have an annual review meeting where all views are taken into account. External agencies are invited to these meetings. We often arrange for an early review meeting or an extraordinary review meeting if necessary. These meetings ensure that provision for the child is at the correct level and everyone is in agreement with the way forward.
- All children with additional SEN and support needs have an IEP (Individual Learning Plan) in the form of a Pupil Portrait. The Pupil Portrait details the needs of the child, external agencies involved and the child's individual targets. The Pupil Portrait is reviewed in consultation with the child and the family three times per year.
- We assess and evaluate the provision for children with SEN/disabilities through the following ways: contact with parents at parents' evenings, Pupil Portrait meetings three times per year, annual reviews and extra reviews, consultations with the child's support assistant and the analysis of data to ensure that children are meeting their potential.

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

- Risk assessments are undertaken by the relevant agencies and the SENCo prior to the child entering school. The risk assessments are reviewed at regular intervals.

- Children that require a direct handover with a parent are met by a support assistant in the playground before and after school.
- Children are supported through breaks and lunchtimes by a support assistant if necessary.
- The school's Anti Bullying policy is on the school website in the Policies section and is also available as a hard copy from the school office.
- A children's version of the Anti-Bullying policy is available on the school website.
- There is a disabled parking space in the staff car park which is available for use by parents/visitors.

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

- Medicines are kept in three locations in school: the head teacher's office, the child's classroom and the school kitchens. These medicines are kept out of reach of children.
- Care plans are drawn up by the school nurse, the family, relevant staff and relevant agencies. The plan is evaluated regularly and altered if necessary. The information is shared at staff meetings so that all staff are aware of the plan. It is also displayed in the staff room with an attached and updated photograph of the child. The lunchtime welfare assistants are also informed.
- Staff training on the use of medicines is offered by the school nurse and is updated when changes are made.
- Children who may require urgent medical attention have an Action Plan detailing what to do in an emergency such as when to dial 999 and what information to give over the phone. This information is posted on the office notice board in case of emergencies. It is kept alongside any medication and in the staff room.
- Where possible, staff are recruited with the necessary qualifications to assist a child's needs. Staff who require specific training will have access to this through courses as they become available.
- Medicines can be administered by school staff in certain cases. Parents must complete the relevant form and give their consent.

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

- Parents are introduced to the child’s class teacher and support assistant through open days, transition days and parents’ evenings. Parents and children will have a meeting with the SENCo in school to establish a good relationship.
- We have an open door policy where parents can have a short appointment with the class teacher or SENCo if time is available. If a longer appointment is necessary then a time will be agreed at the earliest mutually convenient time.
- We have an Open Evening every October for parents of children who wish to apply for a place at our school. Parents’ evenings are available twice per year in October and March.
- We encourage visits to our school during the school day. A child can visit us for a morning or an afternoon before they move from their existing school so that early relationships and friendships can be established.
- Parents can give feedback to the school in a number of ways. There is an opportunity during the year to answer a parent questionnaire. Results of parent questionnaires are published on the school website. Parents can email school head@anderton.lancs.sch.uk to give their views. Parents can give feedback at Pupil Portrait meetings and at annual review meetings.

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 an active school council from Year 1-Year 6. Councillors are nominated and then voted for by their class. Annual school council elections take place in July. A Pupil Attitude Questionnaire is undertaken annually and the children's responses are analysed, responded to and published.
- Parents can give their views about their child's education through: a parent questionnaire which is undertaken annually, parents' evenings, annual review meetings and Pupil Portrait meetings. The Ofsted Parent view website is available as a link on our school website where views can be given. Appointments can be made with the class teacher, SENCo or head teacher to discuss concerns.
- Parents are welcome to join the PTFA (Parent Teacher Friends Association) which is a good way to become involved with school life. Parents are welcome to attend meetings or help at events. Parent governor elections are held every four years and any parent is welcome to apply to become a parent governor of our school.
- The Governing Body has an SEN and Disability link governor who is made aware of updates and information relating to support by outside agencies. Governors are supportive and willing to get involved in all aspects of support for children with SEN. It is the school SENCo who will liaise with outside agencies.
- Home School Agreements are sent home to every child at the start of a new school year. The parents and the children are encouraged to discuss these together before signing. The agreement can be altered if necessary to ensure that it is accessible to the child and family.

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

- We offer help in completing forms and paperwork and this is offered by the school SENCo or class teacher. Parents can access this help prior to review meetings by contacting school to arrange a convenient time.
- Parents can access a range of information via school newsletters, the school website, leaflets, through parents' evenings and the child's annual written report.

We currently do not have any pupils in school who have a travel plan.

Transition to Secondary School

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

- When a child is in Year 6 they have a set day in July where they can visit their chosen High School alongside their friends. Extra visits can be arranged to their chosen High School if required.
- A child with an EHC will have a review prior to leaving our school. The SENCo and relevant staff from the chosen High School will be invited to this meeting.
- The staff from all of the High Schools that we feed into have a detailed meeting with our Year 6 class teacher to ensure that all information is passed on to the relevant High School.
- On entry to our school every Reception class child is a “buddy” to a Year 6 child. This enables a strong and positive relationship to develop between the oldest and youngest children.

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?
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What the school provides

- We offer child care provision before and after school during term time from 7:30 am to 6:00 pm. All children are welcome to attend this club and provision can be made for children who have disabilities or additional needs.
- Many after school and lunchtime clubs are offered. Some are free and some have a small charge. All children are invited to these clubs and provision can be made to ensure that there is access for everyone at these clubs. A list of clubs currently offered is available on the school website in the Parent section under Extra Curricular. Every child is welcome at our clubs and we can provide a support assistant to accompany a child to a club if necessary.