



SEN and Disability

Local Offer:

Primary Settings Template

Mainstream, Short Stay Schools, Special Schools and Academies

Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

Edisford Primary School

School number: 11056

Date: 17/04/2024

Accessibility and Inclusion

What the school provides

- Edisford Primary School was built in 1953 and is fully accessible by wheelchair.
- The school is all on one level and access to the outdoors can be made from any of the exit/entrances.
- The playground is tarmacked and level and there is a pathway that gives a wheelchair user access to part of the playing fields.
- We have a disabled toilet complete with shower, mobile hoist and adjustable height changing table.
- We have modern furniture that is of a suitable height to the age group of the children being taught.
- We have high tables that can accommodate a wheelchair being positioned underneath, for the ease and comfort of a wheelchair user when writing or taking part in classroom work.

Teaching and Learning

What the school provides

- The SENCO and SLT regularly review children's attainment. Identification of a particular need may come from these reviews and/or discussions with class teachers.
- The SENCO and SLT, oversee all support and progress of any child requiring additional help across the school.
- Class teachers will oversee, plan and work with each child with Special Educational Needs or disabilities in their class to ensure that progress in every area is made. The SENCO works closely with teachers and parents to plan appropriate programmes of intervention and support.
- Teaching assistants may support individual children or groups of children.

- Programmes of support and intervention for children reflect the need to access the whole curriculum.
- Staff are trained regularly with regard to SEN and specific training is offered according to need.
- School will bring in outside agencies and specialists if necessary to assess children's needs and inform teaching and support.
- All relevant staff are kept up to date with First aid, epipen, asthma care, moving and handling and hoist training.
- According to specific needs children can be supported during tests and assessments by offering: 1-1 support, timed breaks, adapted test format or be granted additional time.

Reviewing and Evaluating Outcomes

What the school provides

- Edisford Primary School takes a graduated response with SEN pupils. Teachers, parents, and the SENCO are involved in an assess, plan, do, review cycle with intervention.
- Individual targets are set for children with SEN and these are reviewed termly or half termly as appropriate.
- The school staff will regularly support parents of children with SEN to be fully involved in their children's school life.
- Parents take part in annual review meetings for children with Educational, Health and Care Plans (EHC plans). Parents receive copies of all relevant paperwork concerning their child. Pupils contribute to their own reviews at their own level.
- School operate an open door policy with regards to any concern a parent may have regarding their child.
- Regular meetings with key staff and the senior management team looks at the effectiveness of the provision made for children with SEN and disability.

Keeping Children Safe

What the school provides

- Risk assessments will be carried out when necessary, these will be done by either, senior management, teachers, SENCO or specialist SEND teachers. They will be updated yearly.
- If handover requirements are necessary for a child with SEN, a teacher or Teaching assistant will be available.
- There are members of staff on duty each break time and members of the welfare staff team at lunchtime. Children with additional needs will be supervised, by a named person, at lunch and break times as part of their individual care plan.
- Parents can access the anti-bullying policy on the school website. It is incorporated into the good behaviour policy.
- Care plans are drawn up by the school nurse, parents, and school staff. They are kept centrally and all staff are made aware of these. They are updated annually.

Health (including Emotional Health and Wellbeing)

What the school provides

- Where a child needs to take prescribed medication during the school day, a medicine consent form, signed by the pupil's guardian, will be required. These can be obtained from the school bursar.
- Care plans are drawn up by the school nurse, parents, and school staff. They are kept centrally and all staff are made aware of these. They are updated annually.
- Key staff are trained in paediatric first aid/first aid. Asthma, epipen and epilepsy training is delivered by the school nursing team.
- Moving and handling training and hoisting training is provided for appropriate staff.
- Where a child is having emotional, health and wellbeing issues, the child can be referred via the school nursing team to the appropriate service.
- The Children, family and wellbeing service offer small group work within school on a regular basis, to support emotional wellbeing.

Communication with Parents

What the school provides

- The school website contains details of all the staff currently employed by the school
- The school operated an open-door policy, regarding parental concerns, where key staff can be available to meet with parents.
- School holds regular parent's evenings with opportunities to discuss the progress of their child.
- Parents take part in annual review meetings for children with Educational, Health and Care Plans (EHC plans).
- Class teachers and the SENCO will hold regular meetings with parents and encourage active involvement with the school to help children overcome their difficulties.
- Parents of children with SEN are kept fully informed of the provision that is being made for their children.
- Parental questionnaires are given out to gather parent's views and suggestions.

Working Together

What the school provides

- Edisford Primary School has an 'ambassador' in each year group (two in year 6) Ambassadors are elected by their peers each term and carry out all sorts of duties in and around the school. They also represent the school outside of school e.g., Attending Remembrance Day services.
- The governing body includes parent governors and elections are held in the event of a vacancy arising.
- When needed, an Early Help Assessment (EHA) form can be completed in partnership with a family to identify strengths and needs. An EHA can help practitioners to identify what a family would like to change and to develop an action plan.
- The SENCO regularly reports back to the governing body via discussion with the SEN governor.

What help and support is available for the family?

What the school provides

- Referral to School nurse support, by either the SENCO or parent.
- Referral to SALT, by SENCO or parent.
- Referral to O.T., by SENCO or parent.
- Referral to ASD pathway, by SENCO and parent.

- Referral to CAHMS and Children, Family and Wellbeing service, SENCO or parent.
- School referral to Paediatrician if school and parent have concerns that justify this.
- L.C.C. Educational Psychologist involvement, as either a group consultation or individual consultation, when senior management, SENCO and parent agree this is appropriate.
- Support with paediatric reports e.g. responding to paediatric requests as part of a diagnosis.

Transition to Secondary School

What the school provides

- The SENCO and Year 6 teacher meet with SENCO's from local secondary schools, both mainstream and specialist, information that will ensure a smooth transition for the child with SEN is passed on.
- Children take part in taster sessions organised by secondary schools.
- 1-1 T.A. support for the pupil is provided by the school, where appropriate, for visits to secondary schools.
- Year 6 Children with an EHC plan have a review in the Autumn term, where transition to secondary school can be discussed with parents and the child; and an appropriate plan of action can be made for smooth transition.

Extra Curricular Activities

What the school provides

- Daily breakfast and after school club.
- Holiday club
- Various clubs held both after school and some lunchtimes. e.g. multi-sports, sewing, chess, reading, choir, running, dance, theatre.

Feedback

What is the feedback mechanism

If parents believe that their child has a learning difficulty or social or emotional issue which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should first raise their concerns with the class teacher. If the parents think that the child should be given more support, they should then make an appointment to speak to the SENCO or the Headteacher. Most concerns will be resolved in this way.

However, if parents are still dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEN. Where parents and the school are unable to agree about the nature of the child's difficulties or how they might be resolved, they may seek help and advice from the SEND Information Advice and Support Services (SENDIASS).

The complaints procedure can be found on the school website.