



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Nether Kellet CP**

School Number: **01018**

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER
Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Nether Kellet CP Bridge Road Nether Kellet Carnforth LA6 1HH		Telephone Number	01524 733778
			Website Address	www.netherkellet.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:	
What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	Rebecca Starr 01524733778			

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	Nicki Bradbury Head teacher		
Contact telephone number	01524 733778	Email	head@netherkellet.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			
Name		Date	

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

- Our school is on one level with ramps to give access to the entrance that is slightly raised while other entrances are level.
- The corridors and doorways are sufficiently wide to allow disabled access.
- There is a disabled toilet.
- Our SEN and Inclusion and Accessibility Policies are all on our school website.
- We have additional equipment to address the needs of children with physical difficulties (dyspraxia) eg scooter boards, exercise balls, wobble boards, wobble cushions.
- Also equipment to address the needs of children with concentration difficulties: learning stations, study cubicles.

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

- We assess children with SEN using the expertise of our SENCo, TAs who work with children with SEN, Specialist teacher from IDSS, Educational Psychologist reports, liaison with other agencies such as Occupational Health, Physiotherapy, Speech and Language Therapy, School Nurse, School Doctor.
- We have detailed tracking systems to measure progress including use of PIVATS.
- We work closely with parents to assess individual children's needs and put into place measure to address those needs.
- Each class has a teaching assistant and where a child's special needs requires it additional teaching assistants are employed to work with the individual child.
- We provide additional provision 1:1 and in small groups to facilitate learning in addition to that in whole class lessons.
- We provide a high level of intervention to meet a range of individual needs as identified by staff, parents or health services e.g. fine and gross motor skills, social speaking skills, speech and language, phonics, reading, maths, etc. Children work 1:1 or in small groups with teaching assistants following programmes of support some of which are set by experts from other agencies: physiotherapists, occupational therapists, etc.
- Each child on the SEN register has an IEP and their targets are addressed through differentiation in the classroom, additional resources, varied teaching strategies, computer programs designed to meet children's individual needs, APPS to support learning, use of laptops and 1:1 or small group work, input from Occupational Therapy, Physiotherapy, Speech and Language Therapy, Educational Psychologist, Specialist teachers.
- In school we have a teacher and two teaching assistants with particular expertise in ASD; we have a teaching assistant with particular expertise in developing children's motor skills, we also have a TA with training in meeting the needs of children with signs of dyscalculia.
- All staff are involved regularly in training as a whole staff and individual teaching assistants and teachers attend courses where these are particularly relevant to the children in their care.
- TAs are experienced in using a range of strategies and approaches for meeting specific needs linked with SEND including using IDL, precision teaching, sensory circuits, ASD-specific strategies such as social stories, social and emotional interventions, motor skill interventions and regularly take advice from specialists linked with individual children in order to best meet needs.
- All teaching assistants have performance appraisal meetings annually where professional development needs are identified and training put in place accordingly. CPD is provided as required and as courses are offered that

meet the needs of our staff and children.

- Children are supported in SATs and other assessments in the same way that they are as general classroom practice. They receive assistance through scribes, additional time, rest breaks where this is in line with their Special Needs and IEP targets.
- Our Provision mapping is carefully carried out to ensure that the needs of all of our children are met and staff hours are allocated in the best possible way to meet those needs. Our provision mapping is reviewed regularly to ensure that children's SEN are met.

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

- Annual meetings are held at school with all agencies invited to attend along with parents and child where appropriate. The school prepares their information regarding the child's progress in school and their ongoing needs and these are shared with parents and other agencies in order to agree needs moving forward.
- IEPs for all children with SEN are reviewed on a termly basis and these are shared with parents and with children where appropriate.
- Children's IEPs are reviewed with attention paid to the effectiveness of provision and the outcomes against targets. Children on the SEN register have their academic progress tracked on a half termly basis to assess the effectiveness of provision and intervention in these areas.
- Where children have needs that involve other agencies their progress in these areas is assessed by specialists from those agencies and provision in school adjusted where necessary.
- Reviews of IEPs take account of academic progress and needs but also take account of the needs of the whole child e.g. self-esteem, confidence, social skills, organisational skills, etc. and progress in these areas is assessed regularly and provision put in place where required.

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 to ensure children's safety are written whenever there are activities or circumstances that require this. Risk assessments are reviewed at least every three years and more frequently if circumstances change. Where risk assessments are required due to an individual child's specific needs this would be reviewed annually as part of the annual review for that child.
- Handover arrangements ensure that children in FS and KS1 as well as any children with more severe SEN or disabilities are handed directly to a parent or carer. Where a child is being collected by someone different from their usual parent or carer, parents and carers inform us and we do not release the child without checking with their parent or carer.
- Where children or parents have disabilities they are able to drop off and pick up close to the school gates.
- Where children have specific needs that require them to be supervised or supported during breaks and lunchtimes we allocate a teaching assistant to work those hours in addition to support in class.
- When school trips take place a risk assessment is always carried out and attention is given within that risk assessment to children with SEND to ensure that they have appropriate support and supervision for the duration of the trip.
- Similarly, where PE activities pose particular difficulties for an individual child the child is supported through a teaching assistant's presence in the lesson. Children with motor skill difficulties who find PE activities challenging receive additional 1:1 or small group gross motor skill intervention to develop their coordination, core strength, etc.
- Our anti-bullying policy is available on our website in the policy section.

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

- Where children require medication to be administered during the school day parents sign consent forms giving school staff permission to administer the medication.
- Medicines are kept securely within the office or in the staff fridge as appropriate.
- Medicines are clearly labelled.
- When medicines are administered a record is made on a specific record form in a section within the First Aid folder in the staff room to ensure that a careful track is kept of medicines administered. The school bursar ensures permissions are signed and records are kept and the head is informed of any children in receipt of medication.
- As a school, we work closely with parents to draw up care plans where necessary. All staff are informed of specific aspects of the care plan as relevant.
- In the event of a medical emergency the staff would follow school policy. Many of the school staff are first aid trained and would be able to administer basic first aid. Emergency services would be called for more potentially serious situations.
- All staff receive training to ensure that children's individual needs are met.
- A range of therapists visit school to work with individual children where specific needs have been identified, these include Occupational Therapists, Physiotherapists, Speech and Language Therapists, Educational Psychologists, Clinical Psychologists, School Nurse, etc.

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

- As a small school our parents know all of the staff involved with their children well. Also, all staff have an understanding of each child's circumstances and needs to some degree and there are several points of contact for a parent regarding a particular child including: head teacher, class teacher, SENCo, teaching assistants, etc.
- We have an open-door policy and all teachers are available at the beginning and end of the school day to speak with a parent on an ad hoc basis while appointment can be made for more formal meetings. Parents can also phone school to speak with staff.
- Parents can request information about their child's progress as often as they wish, on a weekly basis for example. They are given a formal update on their

child's progress as part of IEP review on a termly basis. They are also invited to parents' evenings twice a year. Parents receive an annual report with detailed information about their child's progress.

- We hold open days on average twice a year, we also invite parents to class assemblies which showcase children's learning on a termly basis for each class.
- Regular newsletters are sent to parents and a high value is placed on keeping parents informed about what is happening in school. The school website is kept up to date and parents can access practical information as well as information about what the children have been learning recently.
- Parents are invited to contribute their opinions about the school via an annual parent questionnaire. They are also invited to make suggestions via the suggestions box in the front entrance of school.
- Where, as a school, we are interested in parental views on a particular issue views are invited via the monthly newsletter.

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 School Council with representatives from Y1-6.
- Parents are invited to contribute their views formally via the parent questionnaire, parents' evenings and reply slips from annual reports and their opinions/ concerns can also be expressed more informally via our open door policy.
- We have a very active PTFA which always welcomes the involvement of as many parents, grandparents and friends as possible.
- We have 3 parent governors.
- We have home-school agreements that are signed by all parents new to the school as well as the class teacher.

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 school works closely with parents to assist them in accessing resources, services, medication and health care relevant to their child.
- The school posts advice and information in their Community noticeboard and signposts parents to health facilities and courses.
- Where a child or parents have specific needs the head teacher, SENCo and other staff inform parents of any courses, support networks and other services that may be relevant including courses at local special schools, children's centres, clinics, etc.
- In school we have a teacher and two teaching assistants with particular expertise in ASD; we have a teaching assistant with particular expertise in developing children's motor skills, we also have a TA with training in meeting the needs of children with signs of dyscalculia.
- Where necessary travel plans are devised through a partnership between school and parents to liaise with the Local Authority.

Transition to Secondary School

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

What the school provides

- The school works closely with local secondary schools and meet with Y7 heads of year and SENCos to ensure that the needs of children with SEND are understood and met once they transfer to secondary school. In recent years this has resulted in one child being given additional visits prior to transfer and a buddy to assist with organisational skills as well as detailed discussions around a child's dyslexia to ensure that their ability is recognised with their specific needs continuing to be addressed.

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

- We offer breakfast and after school club and were a child with particular needs to attend those clubs the school would organise appropriate support to

facilitate this.

- As a school we offer a wide range of after school and lunchtime clubs. Where a child with particular SEND attends additional teaching assistant hours are paid for by the school to facilitate that child accessing the club.
- Our teaching assistants are trained in supporting individual children in developing social skills and work with them during playtimes to facilitate this.
- We are committed to our inclusive approach to children being able to access extra-curricular activities and be fully integrated into our school.