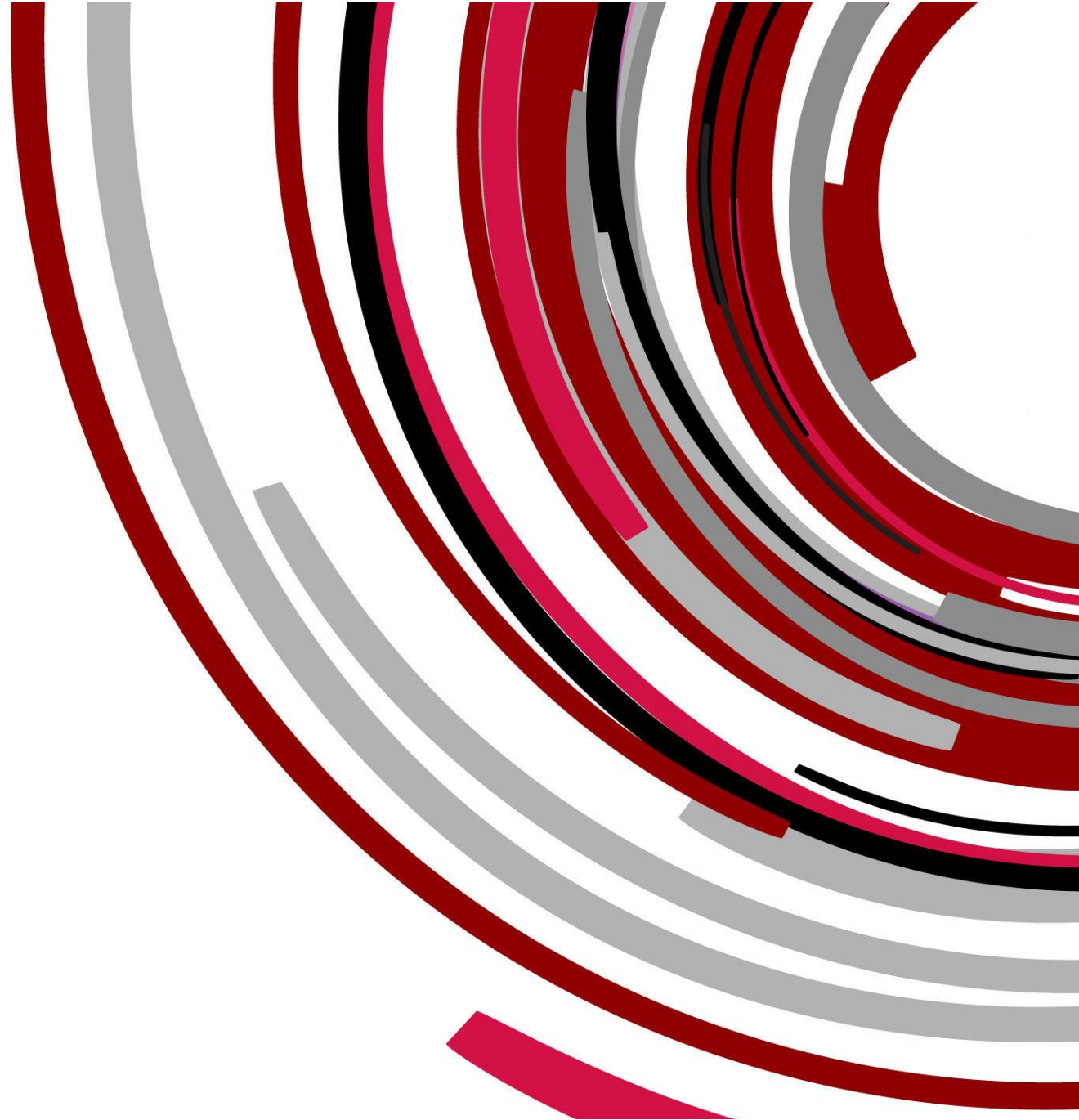




SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: **St Peter & St Paul's CE Primary**

School Number: **11046**

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

Disabled parking space (1)

Building is partly wheel chair accessible

Disabled toilet (1) No changing facilities

We have a few families for whom first language is not English

Termly meetings with families who have children with additional needs

Provision of specialist equipment/resources on a need/recommendation basis

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 Class teachers identify children with SEN. Also pastoral support team and liaison with previous school, nursery settings. Referred to SENCO Full time TA support in all classes., plus pastoral support outside classrooms Intervention groups Training available for staff on a necessity basis Support is given to children as and when required and adjustments are made to SATs when required following formal application

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 Review meetings held yearly TAF meetings on a termly basis Children assessed half termly to ensure provision is at right level

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 done by H&S rep on an individual child basis Handover arrangements worked out with individual parents Parking space reserved for disabled (1) Supervision worked out on an individual basis Policies such as Anti Bullying are posted on 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

School nurse works with school and family to draw up a care plan

Medication covered in school medicine policy

In emergency we would follow procedures and ultimately call for expert help. Staff are first aid trained and this is kept up to date.

If children have particular needs medical expertise is used to train staff in dealing with this.

School nurse visits school and speech and language specialists visit school

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

Children and parents are inducted and informed who to contact and liaise with

Open door policy regarding communication as long as staff are not otherwise engaged.

Progress reports sent out termly

Open days held termly

Parents evenings (2)

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

All children are given opportunity to join school council
Review meetings, parents evenings, informal meetings, questionnaires
Always 2 parents represented on the governors
All pupils have home/school contracts

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

Pastoral support/family liaison helps with completing of forms etc if needed
Policies are on the school website. SENCO will liaise with and help parents with any questions

Transition to Secondary School

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

What the school provides

Children visit new schools in final term

High school year leaders visit pupils in this setting & discuss with class teachers in confidence

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

Before and after school care provided by the school – parents have to pay

Sports coaching at lunchtime. After school sporting and other activities organised by school and outside providers. Some free/some for a small fee.

Activities not always targeted at the same age groups.