



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Grindleton CEPS

School Number: 11063

## 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.SENDEReforms@lancashire.gov.uk](mailto:IDSS.SENDEReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

E.g. LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>Grindleton CE Primary School</b>	<b>Telephone Number</b>	<b>01200 441257</b>
	<b>Sawley Road Grindleton Clitheroe BB7 4QS</b>	<b>Website Address</b>	<b>www.grindleton.lancs.sch.uk</b>

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 Laura Dewhurst laura.dewhurst@grindleton.lancs.sch.uk		

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	Mr Paul Holden Head teacher		
Contact telephone number	01200 441257	Email	head@grindleton.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.

<b>Please give the URL for the direct link to your school's Local Offer</b>			
<b>Name</b>		<b>Date</b>	

**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

- 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 (e.g.; ancillary aids or assistive technology?)

#### **What the school provides**

The school was built in 1838. Although there are two sets of steps within the school there is disabled access to every level. Doorways are wide enough to accommodate wheelchair users and there is a disabled toilet in the school. Furniture is modern and of a suitable height appropriate to the children in the classroom. The school has a range of ICT programs for pupils for SEN in addition to iPad, computers and interactive whiteboards are installed in every classroom.

- 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 feel that early identification is vital and outside agencies are involved when we feel we need help with the provision of intervention strategies. The class teacher informs the parents at the earliest opportunity to alert them to any concerns and enlist their active help and participation in their child's educational programme.

The SENCO works closely with parents and teachers in order to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the school's curriculum. The class teacher and SENCO break down the assessment into small achievable steps to aid progress and provide detailed and accurate indicators (PIVOTS).

If we have specific concerns about a child they would be assessed by specialist agencies.

Staff have received paediatric first aid training, Epipen and training from the diabetes nurse.

The SENCO is SEN accredited and has a diploma in SEN. Teachers and Teaching assistants have undertaken training for working with children with autism (ASD).

Each class has the benefit of at least one teaching assistant.

When sitting examinations, children with SEN can be supported 1:1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a child is receiving, the duration, pupils' progress throughout the school and records progress individuals make following these interventions.

The School tracks progress and provides data, monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

## 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

Parents take part and contribute to annual reviews, receiving all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review by completing a child friendly pro forma.

IEP's are produced half termly and the school operates an open door policy.

Pupil's progress is monitored throughout the school and pupils with SEN are monitored also on the provision map.

## 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

The Headteacher carries out risk assessments where necessary.

If required a handover is carried out by the teaching assistant or class teacher to the child's parent/carer. There are parking areas outside the school for pick up and drop off points.

A teaching assistant supervises lunch breaks and any child with an EHCP is individually supported at lunch times if required.

Support is available in every class but some classes will have additional support if required.

A pupil with an EHCP will have additional support in accordance with their EHCP. Parents can access the anti-bullying policy via the school website.

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### 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**

All medicine is recorded in a medicine book along with dosage and frequency, parents sign to grant authorisation to the school to administer to their child.

All support staff and teaching staff are kept regularly up to date with first aid training. In addition Epipen and diabetes training has been provided by the school nurse or other health professional to ensure staff are aware of the appropriate action to take.

## 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 (e.g. 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

The website contains details of staff currently employed by the school and the school prospectus also contains this information. The school operates an open door policy and has two parents’ evenings a year to provide opportunities for parents to discuss the progress of their child.

## 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

The school has a school council for the children to contribute their own thoughts and ideas. Parents can have their say about their child at parents’ evenings, annual reviews, and IEP reviews.

Parents are encouraged to become governors should a vacancy arise. The SEN governor is kept up to date should any issues 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**

The class teacher, teaching assistants and the Headteacher can assist in the filling in of forms if required.

There is a community notice board which contains additional information of up and coming events as well as general useful information.

If a child was to require a travel plan to get to school, this would be dealt with by the class teacher, SENCO or Headteacher if required.

## Transition to Secondary School

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

### What the school provides

Each year pupils visit their chosen secondary school for taster sessions, added to which head of year 7 from that school visits to help ease the transition from key stage 2 to key stage 3.

The Headteacher has regular contact with the head and staff from the local high school which means that any anxieties which a child may have can be communicated immediately.

## 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

Grindleton school operates a daily breakfast club and specific clubs operate Mon-Thurs until 4.30pm. , which is available for all pupils. There is the opportunity for all children to take part in after school clubs.

The school operates a buddy system where children from upper key stage 2 look after children in reception during the Autumn term to help them settle in.