



SEN and Disability

Local Offer:

Primary Settings Template

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Ecclestone Primary School

School Number: 09052

School/Academy**Name, Address & Contact Details:**

Eccleston Primary School,
Doctor's Lane,
Eccleston,
Chorley
Lancashire
PR7 5RA

Tel. 01257 451114

Email: Bursar@eccleston.lancs.sch.uk

Age Range of School:

Primary, Ages 4 -11, Years R- 6

SENCo**Name & Contact Details:**

Mrs K Cranage and Miss R Grimes

Tel. 01257 451114

Email: kcranage@eccleston.lancs.sch.uk rgrimes@eccleston.lancs.sch.uk

School Website**Address:**

www.ecclestonprimary.co.uk

Local Authority's Local Offer**Website address:**

www.lancashire.gov.uk/SEND

Accessibility and Inclusion

What the school provides:

The school was built 1970 and is fully wheelchair accessible. To ensure full access for pupils and parents/carers with disabilities, the site is on a single level with three ramped access doors and toilet facilities for the disabled. Internal doors are wide enough to accommodate a wheelchair. There are accessible parking spaces available.

The school communicates weekly with parents/carers via the Hotspot newsletter, which is also available to access through the school website. Information, including an electronic school brochure, holiday dates and school policies are available on the website.

Furniture is modern and of a suitable height appropriate to the age group of pupils being taught in that classroom. A number of class rooms have adjustable height tables. Signs, photographs and symbols are used in the lower age ranges to support children's access to resources.

The school has a range of ICT programmes for pupils with SEN in addition to desktop computers, ipad minis, laptops, headphones, and interactive whiteboards installed in every classroom.

Teaching and Learning

What the school provides:

The importance of early identification, assessment and provision for any pupil with SEN cannot be over emphasised. The school carries out home and nursery visits before children start school to ensure that we are aware of any specific needs. Where necessary outside agents are consulted alongside parents. Recommendations for additional equipment and support for individuals are carefully considered by the school, for example the changing of taps.

During the foundation stage pupils are assessed through ongoing observations of both child led and adult led activities, using the Early Years Profile. In key stages 1 & 2 teachers assess pupil progress using KLIPS. This is a system of assessment which measures the progress of children based on various objectives for their year group. Children also undertake statutory testing in Year 1 (phonics screening) Year 2 (SATs) and Year 6 (SATs).

If a member of staff has a concern about a pupil, who is working below the expected year group/stage, they will be involved in additional support and intervention within school. Staff will meet with the parents/carers to discuss concerns and enlist their support with interventions.

In the classroom, teachers provide a range of interventions that are additional to or different from those provided as part of the usual differentiated curriculum and usual classroom strategies.

A specialist teacher is currently employed for the equivalent of 1 hour per week to support the SENCO and all staff. The school also employs a counsellor and psychotherapist to work directly with children 3 hours a week. She is also able to offer support to families. Each class has the benefit of at least one Teaching Assistant and, where it is deemed necessary, extra TA support is provided for individual classes.

Staff have received first aid, defibrillator and EpiPen training. Other training is accessed by staff in line with the needs of individual pupils in their class, eg. ASD, Speech & language, Signalong. The assessment of pupils reflects as far as possible their participation in the whole curriculum of the school. When sitting formal assessment tests, pupils with SEN can be supported by one to one readers, amanuenses, have timed breaks, be granted additional time, or provided with a quiet setting in a small group to aid concentration (according to particular needs).

Reviewing and Evaluating Outcomes

What the school provides:

Parents/carers contribute and take part in Annual Reviews for pupils with Statements or Education, Health and Care (EHC) Plans. Advice and guidance is sort through other agencies and parents receive copies of all relevant paperwork concerning their child. Where possible, pupils are also asked to make a contribution to the review.

Pupil Passports are used to outline a pupil's key strengths, needs and the strategies and key adjustments to teaching needed every day. They provide a useful vehicle for meaningful discussion around learning between the teacher, parent/carer and the pupil, involving them positively in discussing effective approaches to enable better engagement and success.

Pupils' progress is monitored half termly throughout the school, and the data is used to evaluate the effectiveness of SEN provision and support.

The school operates an Open Door policy with regards to any concerns a parent/carer may have.

Keeping Children Safe

What the school provides:

Health and Safety checks, and risk assessment for the building and all school activities are carried out by the governors, the Headteacher or other responsible body, to an agreed and appropriate schedule.

Two members of staff are on duty at the front of school and rear playground every morning to welcome pupils. At the end of the day, EYFS and KS1 pupils are dismissed from their classrooms to an agreed carer/parent. Pupils in lower KS2 are accompanied by staff to the front playground to ensure someone is there to collect them. If required, individual handover is carried out at an agreed contact point. Upper KS2 pupils are accompanied to the side gate and then collected. If a parent wishes a child to walk home unaccompanied written permission has to be given first.

In a PE lesson, a teaching assistant will be present in addition to the class teacher if the needs of an individual pupil require greater support or supervision. A minimum of two members of staff supervise each play area at break times. A teacher supervises each lunch break in addition to welfare staff. TAs are available to support individuals for short periods at lunchtimes or supervise child led games and activities for example, through lunchtime PALS.

On school trips, we adhere to the minimum guidelines for supervision ratios(1 adult for every 10 pupils in Years 4-6, 1 adult for every 6 pupils in Years 1-3, and there is always a higher ration for EYFS visits). Some pupils with SEN may have 1:1 support and supervision if required.

Health (including Emotional Health and Wellbeing)

What the school provides:

Parents/carers complete and sign a 'Request to administer medicine' form to grant authorisation to the school to administer to their child. Medicine is stored in the staffroom.

Care plans are drawn up in consultation with the School Nurse team and parents/carers. These are passed on to each class teacher and the master copy is kept with the pupil's records.

A register of medical needs is kept in the staffroom with photographs of all pupils. This ensures that any temporary staff and visitors to school can easily identify children with specific medical needs.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Defibrillator and EpiPen training has been provided by professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

The school provides a nurture group during lunchtimes for those children who need additional support. The school also employs a counsellor and psychotherapist to work directly with children 3 hours a week. Provision is made by teachers for additional emotional support during curriculum time. This could be by addressing specific topics during circle time or the allocation of TA time to work with small groups and/or individuals.

The school has invested in additional playground equipment and training of pupils to offer activities during lunchtimes.

Communication with Parents

What the school provides:

The website and school brochure contain details of all staff currently employed by the school. A photograph board in the entrance hall aids parents/carers in identifying a member of staff.

The school holds a class call-in evening in September to introduce parents/carers to the new class teacher. Class teachers can be contacted by email at any time and the school operates an Open Door policy. There is also an insight evening in early Spring where teachers discuss with parents the specific teaching and learning that takes place in that year group.

The school has two formal parent consultation evenings a year to provide opportunities for parents/carers to discuss the progress of their child. A written report is provided in July.

Working Together

What the school provides:

There is School Council and a School Eco-Team for pupils to contribute their own views.

Parents/carers have many opportunities to give their views in Parent Evenings, Annual Reviews, Pupil Passport reviews, parental questionnaires and through our open door policy.

Parents/carers are involved in the life of the school by volunteering to work in school in a number of different roles. The Friends of Ecclestone Primary School (PTA) is very important in forging links between school and parents/carers.

There are three parent governors on the Governing Body; elections are held in the event a vacancy arises.

What help and support is available for the family?

What the school provides:

The Headteacher, school bursar or class teacher offer to help with forms and paperwork if this is required. Where necessary we will provide written evidence to support a referral to an outside agency.

There is an insight evening in early Spring where teachers discuss with parents the specific teaching and learning that takes place in their child's year group.

Information, advice and guidance is provided in a number of ways; there is a school notice board, the weekly Hotspot newsletter, the school website, fliers are left in the school entrance hall or sent home through pupil post.

An At half termly open mornings/afternoons, a teacher leads an information session on a specific aspect of children's learning (usually in EYFS, aimed at parents/carers of the newest intake) The school has held workshops on maths, reading, and E-Safety Workshops for parents/carers.

If a pupil requires a Travel plan to get to and from school this would be managed by the class teacher, SENCo and Head Teacher.

Transition to Secondary School

What the school provides:

Each year pupils visit their new Secondary School for taster sessions. A teacher from the local secondary school visits the Year 6 class to discuss their transition and answer any questions our pupils may have.

The Year 6 class teacher completes detailed transition information, not only about academic progress and achievements, but friendships and additional needs. Our Year 6 teacher meets with the Head of Year 7 to ensure all individual information is transferred.

Extra Curricular Activities

What the school provides:

The Breakfast (7.45-8.45am) and Afterschool (3.15-6pm) clubs offer daily out of school childcare. A wide range of extra-curricular activities are offered for different age groups and at different times of the school year.

These have included Athletics, Choir, Cricket, Cross county, Dance, Drawing, Fencing, Food technology, Football, Gardening, Guitar, Gymnastics, Hockey, Judo, Multisports, Nature, Netball, Orienteering, Rounders, Sewing, Tennis, Tri-golf and TrimTrail clubs. By monitoring feedback from parents and pupils the school decides which clubs to offer. The school also keeps a register of pupils attending extra-curricular clubs to ensure all pupils are included.

Many activities run by members of staff are free. Sometimes school asks for a voluntary contribution to subsidise the cost of materials. Activities run by independent agencies may charge a fee, which will be explained fully on any letters sent home asking for parental consent.

All pupils are assigned to one of four houses/teams to foster relationships between pupils of different ages. All Year 6 pupils are given responsibilities for their peers, either

as Team Captains, Breaktime Buddies or Playtime Pals, to take on a responsibility for caring for other pupils at different times, eg. breaktimes, lunchtimes, Sports Day.

The Playtime Pals lead playground games, and particularly include anyone who is alone at breaktimes to encourage friendships. There is a friendship bench in the playground where children can go if they are feeling alone and want a friend with whom to play.

TAs and welfare staff are kept informed of any friendship issues via a book in the staffroom. This ensures that they can monitor individuals at playtimes who are struggling with friendships.

Feedback

What is the feedback mechanism:

Feedback can be given by speaking to a member of staff directly through our Open Door Policy. Alternatively staff and Governors can be contacted via letter, email or telephone.

Once feedback is received it is acknowledged and directed to the most appropriate member of staff. Response is usually given verbally through either direct contact or on the telephone. This may then be followed up with written confirmation.