

**SEN and Disability**

**Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Pool House CP

School Number: 06062

**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**  | **Pool House CP****Kidsgrove****Tanterton****Preston****PR2 7BX** | **Telephone****Number** | **01772 732628** |
| **Website****Address** | **www.poolhouse.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:** |
| **x** |  |
| **What age range of pupils does the school cater for?** | **4-11** |
| **Name and contact details of your school’s SENCO** | **Elaine McGougan- 01772 732628****senco@poolhouse.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** | **Elaine McGougan****Assistant Head** |
| **Contact telephone number** | **01772 732628** | **Email** | **senco@poolhouse.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****School Environment*** **Pool House is accessible on the ground floor where all the classrooms etc are located.**
* **There is a designated disabled car parking space.**
* **Accessible disabled toilet with space for changing.**
* **Specialist resources accessed when required.**
 |

|  |
| --- |
| **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**- Experienced staff who are able to identify pupils needing additional needs.- Specialist teachers brought in from IDSS to support pupils with specific needs.- Trained staff in school to administer specific assessment tests.- Experienced SENCO.- Additional time or access arrangements applied for, for pupils to access Key Stage Two tests.- Experienced Teaching Assistants.- All staff receive training as and when appropriate. |

|  |
| --- |
| **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 take place annually for pupils that currently have a statement.**
* **Regular review and update of IEP’s, IBP’s by staff.**
* **Regular Half termly assessments- Teacher level, SAT’s and P- Scale.**
* **Support staff involved in evaluation with Class teachers**
 |

|  |
| --- |
| **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 carried out for out of school visits. Completed by relevant staff member.**
* **Infant children handed over to parents at end of day at school door.**
* **Teachers and TA’s supervise the children before school from 8.50am and at breaktimes.**
* **Welfare staff supervise the children at lunchtime.**
* **School trips are fully supervised with additional adults as required.**
* **The anti- bullying policy can be found on the school website or a hard copy from the school office.**
 |

|  |
| --- |
| **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*** **Children are given medication if it has been prescribed by a doctor or as part of a care plan. Medicine can only be given when parents have filled a form giving permission. Staff may administer unprescribed medicine with permission if essential to the welfare of the child. The Office Manager will administer medicine and other staff as required.**
* **Care plans are drawn up with parents, staff and school nurse as well as any other medical professional depending on the need in the plan. Care plans kept by Office manager**
* **In the case of a medical emergency an ambulance will be called straight away. First aid will be given by trained first aiders and paediatric first aiders until the ambulance arrives.**
* **Children access services including Speech and Language, Play Therapy, Counselling from outside agencies.**
* **Children access social groups and mentoring from school staff.**
 |

|  |
| --- |
| **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*** **A list of staff can be found in the school prospectus and the website.**
* **Parents can speak to staff at the start or end of the day and if this is not suitable an appointment will be arranged.**
* **There are three parents evenings per year to discuss children’s progress.**
* **Parents can give feedback through a questionnaire.**
* **Open days are held annually.**
 |

|  |
| --- |
| **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 council meets regularly.**
* **Each class has a suggestion box for children to use.**
* **Parents can have their say through questionnaires and our open door policy.**
* **Parents can support their child’s learning with information in newsletters and on the website and opportunities to talk to the teachers.**
* **Parents are notified when there are vacancies on the Governing Body. If required there is a democratic process to select new Governors.**
* **Standards and Effectiveness Committee from the Governors monitor SEN provision .**
 |

|  |
| --- |
| **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*** **Help for completing forms is usually the responsibility of the HT or SENCO.**
* **Open door policy offers parents opportunities to seek advice and help. This may then result in them being signposted to more qualified people to deal with specific issues.**
 |

|  |
| --- |
| **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 invited to an Induction Day before they start school in September.**
* **High School staff liaise with Year Six teacher and meet children.**
* **Bespoke transition plans are put in place if required.**
 |

|  |
| --- |
| **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*** **Breakfast Club run by three members of school staff from 8.00am daily.**
* **School clubs include: Recorder, Eco Team, Gardening. Some clubs which meet on a periodical basis include: football, dance, cross country.**
 |