



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Peel Park Primary

School Number: 11006

School/Academy Name and Address	Peel Park Primary Alice Street Accrington BB5 6QR		Telephone Number	01254 21583
			Website Address	http://www.peel-park.lancsngfl.ac.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	NO			
What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	SENDCo: Danielle Childs 01254 231 583 d.childs@peelpark.lancs.sch.uk			
	SENDCo Assistant: Andrea McGinley 01254 231 583 a.mcginley@peelpark.lancs.sch.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

- 2 disabled parking bays
- 3 entrances/exits accessible by wheelchairs
- 1 disabled bathroom (with hoisting facilities upon training)
- Policies are available on the school website or by request

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

Identification and Assessment

- Individuals are assessed against national expectations

- PIVATs
- Thrive Profiling

Support

- Differentiated planning/activities
- Individual Learning Plans (ILPs reviewed termly)
- Adult focused support for group work
- Targeted Intervention Programmes
- Support from LCC Specialist Teacher Service
- Speech and Language Therapist
- Occupational and Physiotherapy

Staff Training

- INSET sessions on specific SEN

SATS

- Extra time applied for if necessary
- Readers provided for relevant tests if necessary
- Amanuensis (scribe) provided if necessary
- Facility to work in a separate room if necessary

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

- All reviews are carried out at least annually in line with Local Authority Guidelines. For pupils in Early Years there will be a 6-month interim review held
- Termly ILPs are written and evaluated
- Termly trackers and points progress made are monitored at termly Pupil Progress Meetings
- Children not making expected progress are identified and alternative strategies and interventions are used to address any areas of additional need

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

- A Risk assessment is carried out before the child starts school. This is completed by SEN Team, Health & Safety Lead and where appropriate Key Adults who will be supporting the child and parents.
- If necessary, a Key Adult will meet the child and parent in the school yard for a daily handover and this can be repeated at the end of the school day.
- There are 2 disabled parking bays in the car park.
- If necessary, a designated Key Adult will support a child at break/lunchtimes – this is normally alongside a small group of children.
- If needed 1:1 support is provided for school trips.
- For those children requiring it an individual risk assessment is produced on return to school. (e.g. if they have had a medical procedure/broken a limb etc)

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

- Only prescribed medication can be given by a member of staff. This is kept in a locked cupboard or fridge.
- 2 people are always present when medication is given.
- Before a child starts school a meeting is arranged with parents to draw up a care plan. This is then shared with the relevant members of staff.
- In case of a medical emergency an ambulance is called for. Parents are then informed and a member of staff will accompany the child to hospital.
- The school nursing team provides the necessary training as and when it is required.
- Liaison is organised with specialist nurses, physios etc for individual children's needs.
- Children can be seen by visiting physiotherapists, occupational therapists, speech therapists or counsellors.

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

- Website introduces all members of staff
- Induction evening for EYFS
- Parents’ evenings
- Parents can make an appointment to see a member of staff
- ILPS are shared with parents
- Parental questionnaires are sent out
- SEN informal meetings/Stay and Play sessions

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 children have a school council
- Children with an EHCP complete the All About Me form which informs the EHCP
- Pupil Passports are in place to provide key information, pupils contribute the information with Key Staff
- There are parental questionnaires sent out
- Parents can get involved through: Stay and Play; volunteering in school
- Governing body will direct parents towards other agencies such as Parent partnership etc

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 SEN Team and/or Pastoral Team will help with form completions or provide advice about other services.

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 will arrange extended transition arrangements, hold transition meetings, and encourage extra visits if these are felt to be necessary
- SENCo will liaise with Secondary school special needs department

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

- There is an onsite breakfast and after school club organised by an independent provider - POPPS
- The school runs a wide variety of sporting, musical, social, and academic clubs. Many of these are free of charge. External providers do charge for their activities.
- If a child has additional needs, a Key Adult will be available to provide support at an after-school internal club.