



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Silverdale St. John's CE School

School Number: 01035

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

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>Silverdale St. John's CE School</b>		<b>Telephone Number</b>	<b>01524 701467</b>
	<b>Emesgate Lane, Silverdale, Carnforth, Lancs. LA5 0RF</b>		<b>Website Address</b>	<a href="http://www.silverdale.lancs.sch.uk">www.silverdale.lancs.sch.uk</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>X</b>			
<b>What age range of pupils does the school cater for?</b>	<b>3 – 11 years</b>			
<b>Name and contact details of your</b>	<b>Sarah Knight</b>			

<b>school's SENCO</b>	<b>01524 701467</b> <a href="mailto:senco@silverdale.lancs.sch.uk">senco@silverdale.lancs.sch.uk</a>
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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.

<b>Name of Person/Job Title</b>	<b>Claire Weymouth</b> <b>Associate Headteacher</b>		
<b>Contact telephone number</b>	<b>01524 701467</b>	<b>Email</b>	<a href="mailto:head@silverdale.lancs.sch.uk">head@silverdale.lancs.sch.uk</a>

## 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>	<a href="http://www.silverdale.lancs.sch.uk">www.silverdale.lancs.sch.uk</a>		
<b>Name</b>	<b>Claire Weymouth</b>	<b>Date</b>	<b>19.10.16</b>

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

Our school is a part Victorian building with three modern extensions and is fully wheelchair accessible. To ensure full access for children and adults with disabilities, all doorways and entrances are on a single level and are wide enough to accommodate a wheelchair. The rear entrance has a ramp. We have a disabled toilet.

Our furniture is modern and of a suitable height, appropriate to the age group of the children being taught in each classroom.

## 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**

Early identification of additional needs is vital and we may seek advice from outside agencies to help with the provision of intervention strategies. The class teachers inform the parents at the earliest opportunity to alert them to any concerns regarding progress and academic development, enlisting their active help and participation.

The class teacher and SENCO assess and monitor the children's progress in line with existing school practices. Additional screening assessments may be carried out if deemed appropriate.

The SENCO and class teacher work closely with parents to plan, carry out and review an appropriate programme of intervention and support.

In case of children with medical needs, including HI, specialist support and training is requested by the school and provided by NHS (Hearing Specialist, Cystic Fibrosis Nurse).

All staff are regularly kept up-to-date with matters regarding SEND. Teaching assistants attend annual TA Trainings led by the SENCO and are given the opportunity to access further training they feel they need.

If deemed necessary, the class teacher and SENCO will make arrangements for extra time or 1-1 support during SATs.

Our SEN provision map records the level of intervention pupils are receiving. This ranges from differentiated quality first teaching to 1-1 support for those children with an Individual Pupil Plan.

## **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**

We do not currently have any pupil with a statement or EHC plan.

For those children with additional needs which are addressed through an Individual Pupil Plan, termly reviews take place. Parents are invited to attend these reviews with the SENCO, class teacher and teaching assistant if required.

Our school embraces an open-door policy where parents are welcomed to discuss any concerns they may have about their child.

Half-termly pupil progress tracking takes place and monitors all children, including those with SEN.

### **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 head teacher carries out risk assessments where necessary.

Children are welcomed into their classroom at the beginning of the day by their class teacher who also ensures that they are received at the end of the day by a known adult.

Teachers and welfare assistants supervise all pupils during lunchtimes and break times.

During activities outside of the classroom, the necessary child:adult ratios are adhered to.

The school has a current anti-bullying policy which is reviewed regularly.

### **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 medication which may be required to be administered at school is appropriately and safely stored in the school office. Parents are required to fill in and sign a form detailing medical issues, medication needed and dosage required. All teaching and support staff are kept up to date with full first aid training.

The school nurse is available to support individual needs when required and works closely with the school to promote good health and wellbeing.

### **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**

We are a small village school and all parents know all teachers and teaching assistants who can be approached at any time.

The school website contains details of all staff who work with the children. Our school operates an open door policy and holds termly teacher/parent evenings to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided to allow parents to record their opinions and suggestions.

### **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**

We have a dedicated and hardworking school council and eco-council, made up of children from across the age ranges. The parents questionnaire allows parents to express their views regarding their child's education and parent workshops are held to inform them of latest curriculum developments.

Parents are regularly invited into school to join in with activities and many of our parents volunteer their support on a regular basis. We have a supporting governing body consisting of many active parent governors. Our school has a thriving PTA which supports the school and there are other parent support groups (grounds, after school clubs etc) which enrich the life of the school and community involvement.

### **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**

Information and guidance is displayed in the entrance with copies available for parents to take away. The SENCO or head teacher would signpost outside support which parents may need to access. The school facilitates multi-agency meetings for families 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**

Pupils attend transition days at their forthcoming secondary schools and are also involved in special themed days at a local high schools (science, maths workshops, sporting events etc). They are visited by the secondary school teachers in the summer term before they leave.

### **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**

Our school offers full wraparound care with a breakfast club and after-school club available to all pupils.

We offer a range of after school clubs including football training, choir, running club, recorder, cookery and inclusion activities with Bleasdale School. These clubs are offered to different age groups and all children are encouraged to take part.

The children at Silverdale CE School are supportive of one another and enjoy many opportunities to work and play together.