SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Tarleton Holy Trinity CE Primary School

School Number: 08073

Lancashire County Council

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

<table>
<tr><td rowspan="2">School/Academy Name and Address</td><td colspan="2" rowspan="2">Tarleton CE Primary School
Church Road,
Tarleton. Preston. Lancs. PR4 6UP</td><td>Telephone Number</td><td>01772 812662</td></tr>
<tr><td>Website Address</td><td>www.holytrinity-tarleton.lancs.sch.uk</td></tr>
<tr><td rowspan="2">Does the school specialise in meeting the needs of children with a particular type of SEN?</td><td>No</td><td>Yes</td><td colspan="2">If yes, please give details:</td></tr>
<tr><td>No</td><td></td><td colspan="2"></td></tr>
<tr><td>What age range of pupils does the school cater for?</td><td colspan="4">4 - 11</td></tr>
<tr><td>Name and contact details of your school's SENCO</td><td colspan="4">Mrs S Warburton</td></tr>
</table>

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 Stephen B. Smith** **Headteacher**		
Contact telephone number	**01772 812662**	**Email**	**head@holytrinity-tarleton.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	http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx		
Name	**Tarleton CE (Aided) Primary School**	**Date**	**01/09/2017**

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

Although the school was built in 1897, due to extensions and modernisation the building is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise. Information is available on the school website and a noticeboard in addition to weekly newsletters. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN in addition to computers and interactive whiteboards installed in every 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 is vital and outside agencies can help advise on the provision of intervention strategies.

The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

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

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS and Speech and Language. Each class has the benefit of at least one Teaching Assistant.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHs (Diabetes Nurse etc…).

Staff have received First Aid, paediatric First Aid, Asthma and Epipen training. In addition, 1 TA is SEN trained and has been trained to support pupils with ASD. The SENCO is SEN accredited and has a Diploma in SEN.

When sitting SATs tests children with SEN can be supported 1 to 1 (Statement), have timed breaks, be granted additional time, sit tests in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire E- Tracker also 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/carers contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. IEPs are produced at least termly, depending on the circumstance and pupil and the parents/carers are invited to comment on the content of the IEP.

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

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the School's 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 Head Teacher/SLT carries out Risk Assessments where necessary.

If required a handover is carried out by the SSA, a TA or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points.

A teaching assistant supervises each lunch break in addition to lunchtime support staff who also supervise children in the play areas at playtimes and lunch times.
The headteacher is also on duty in the dining hall at lunchtmes.

Support is available in every class for at least half of the day but some classes have fulltime adult support if required (Early Years Foundation Stage)

Parents/Carers can access all policies on the school website, including the policies for Anti-Bullying and Child Protection.

Type B (Residential Trips) are all sanctioned by the school's Governing Body and the Local Authority.

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 details of dosage and frequency and parents/carers sign to grant authorisation to the school to administer to their child. Staff who administer the medicine always have a 'witness' signature to ensure that dosages are correct etc. Medicines are kept securely in the staff room.

Although it is the responsibility of the parents/carers to ensure that Epipens and Inhalers are kept up to date, these are sent home at the end of each term to help parents/carers to keep them 'in date'.

Care plans, usually written in consultation with the school nurse, are passed on to the relevant Class Teacher and the master copy is kept in SEN records. 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, Asthama and Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

The school uses the Local Authority Health Consent Form for parents/carers to complete when pupils attend Type B trips.

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

The website is kept 'up-to-date' weekly by the headteacher and contains details of all staff currently employed by the school. The School Prospectus also provides this information. Photos of the school staff can be viewed within the school entrance.

Any changes to the teaching staff, school calendar etc. are shared with the parents and carers through the weekly school newsletter sent out on 'Parentmail'. The newsletter is also available to view on the school website.

The School operates an Open Door policy and the headteacher, where possible, is outside school at the beginning and end of each school day.

In addition to a 'Meet the Teacher' evening, the school holds 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child. An Annual report is sent out to parents/carers annual regarding their child's attainment and progress.

A parent questionnaire is also provided for parents to record their views and suggestions.

An Open Day is held at least annually for both prospective and existing parents/carers to view the school.

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

There is School Council for pupils to contribute their own views. The Year 6 also complete a PAQ once a year.

Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so) and through parental questionnaires. Elections to the Governing Body are held in the event a vacancy arises.

The school has an active PTFA called 'Friends' and at least one member of staff is present at evens that the 'Friends' organise and run.

The school has close links to the church and Sunday School, with the Rector leading worship in school each Wednesday.

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, SENCO or Head Teacher can offer help with forms if this is required.

There is a Notice board which contains additional information of upcoming events or general useful information.

The School Nurse is holds at least termly 'Drop in Sessions' for parents/carers for them to discuss the needs of their children in confidence.

If a pupil required a Travel plan to get their child to and from school this would be dealt with by the class teacher, SENCO and Head Teacher if required.

Through the use of leaflets in the main entrance, and through close links to the school nurse, the school 'sign posts' parents/carers to Children's Centres and other agencies wherever possible.

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 forthcoming Secondary School/Academy for taster sessions and also Secondary Teachers from the Local Schools/Academies visit to help ease the transition from Year 6 to Year 7.

If required, the SENCO from the Local Secondary School / Academy is invited into school to discuss children with specific SEN requirements.

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

Tarleton Holy Trinity operates a daily Breakfast Club, Easy Drop and Pick Up Facilities and After School club available to all pupils.

There are opportunities for pupils to take part in a weekly Music lessons (including brass, saxophone, guitar and keyboard) at a fee. In addition, pupils can take part in Rugby, Football, Netball, Hockey, Choir, Bell Ringing, Art, Reading, Homework and ICT Clubs all free of charge.

Other Sports Clubs are held on a termly basis by the West Lancashire Sports Partnership. These are also available to children free of charge.

The Clubs are available to all the pupils in the designated age range assigned to that activity (e.g. ICT available to Key Stage 2 pupils but not Key Stage 1).

Children entering Reception are assigned a Buddy from Year 6. Buddies help Reception children during Lunch in Autumn Term to help new pupils settle in to normal School routines.