



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Bretherton Endowed Ce

School Number: 09029

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| School Name and Address | Bretherton Endowed CE Primary School, South Road, Bretherton, Lancashire. PR26 9AH. | | |
| Telephone Number | 01772 600431 | | |
| Website Address | www.brethertonschool.org.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 years old | | |
| Name and contact details of your school's SENCO | Alison Moxham – Headteacher and SENCO | | |

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.

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| Name of Person/Job Title | Alison Moxham - Headteacher | | |
| Contact telephone number | 01772 600431 | Email | Head@bretherton.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.

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| Please give the URL for the direct link to your school's Local Offer | www.brethertonschool.org.uk | | |
| Name | Alison Moxham | Date | September 2023 updated |

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 Information

- All of the building is on 1 level and is wheelchair accessible.
- We do have accessible parking facilities.
- Auditory environment – headphones are available for using with laptops.
- Provision of 1 to 1 devices in class 2,3,4
- Google classroom for children has accessibility additions to support the reading of texts and writing from speech.
- Visual environment – Whiteboards and interactive whiteboards are at the front of the room and centred. Pale paintwork on internal walls so all displays and classroom working walls are easy to see. Minimal display and limited displays placed on windows
- Definite accessible changing and toilet facilities.
- School beginning to learn key BSL signs throughout school with staff and pupils and PECS cards used where necessary.
- Technology used where possible to support communication

Information

- All readily accessible via our bursar and posted on school website.
- Where relevant, brochure/policies can readily be presented in large font.

- If brochures in other languages were required we would liaise with the pupil access team and the School transition team.
- Similarly our teachers /bursar is available to meet with parents who are without access to laptops or who have additional needs to support them with filling in forms.
- Emailing the Newsletter is encouraged, however paper copies are provided where access is not available
- Regular meetings with parents of pupils with special educational needs or disability are timetabled each term.

Resources

- All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and needs-specific. We gain access to any specialist equipment if necessary.

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

- Updated SEND policy that outlines our identification and support of children with special educational needs or who may be causing concern and where a barrier to learning needs to be investigated.
- Visits to nurseries are conducted by our Reception teacher to ensure smooth transition to school.
- Home visits before starting in reception allow parents and carers to share successes and developmental concerns.
- All children are monitored and tracked through Quality First Teaching and assessment.

- School process is followed for identifying and referring pupils who are believed to have a special educational need or disability. Guidance and advice is given to teachers who express concerns about specific children.
- Teaching Assistants provide support for children who require extra intervention and support. In addition, our teaching assistants are developing specialisms to offer support to pupils outside of the classroom when required.
- Pastoral TA who is ELSA training is available as dedicated support time, 3 afternoons a week.
- Head teacher is adult mental health first aid trained as well as working with the Local Authority on SEND support resources (PIVATS PSED)
- Pastoral TA is Youth Mental Health first Aider
- Additional teacher trained in SEND and Early support.
- Children are provided with the resources they require in school. These are tailored specifically to their needs. These may include specialist writing equipment, sloped writing tables, ICT as required. Children are encouraged to be independent learners.
- The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, CAMHS, clinical psychology, Gypsy Romany Traveller and ethnic minority groups.
- Meetings are held half termly or more often as required. SEN meetings provide staff with updates on changes and training opportunities. Teaching assistants are trained in key areas such as speech and motor skills. All school staff have a personalised CPD programme including SEN to develop skills further. Termly staff meetings to support the writing and implementing of Individual Education Plans and a professional discussion on support both in and out of the classroom.
- Early support meetings and referral are separately offered.
- Our provision map indicates a range of interventions, resources and support for children with a variety of academic and non- academic needs from foundation stage through to Year 6
- Staff are involved in any work carried out by external agencies too, therefore developing their own understanding and awareness of issues. We have several members of staff with expertise in different areas of SEN who disseminate key information and provide guidance to staff. These include dyslexia, speech and language and autistic spectrum condition (ASC) and ADHD. All staff receive appropriate training throughout the year. All staff participated in Dyslexia training with a specialist teacher in 2021, 2023
- Specialist teachers and outside agencies are employed according to needs identified in school.
- Our SENDCO has undertaken the National Award for SEN co-ordination and is a Local Authority SEND Consultant
- A SEND support teaching assistant has been appointed to support specialist 1 to 1 support.
- We carefully consider any children with SEN when testing is taking place and follow national guidelines in making adjustments for access arrangements where appropriate.

- We have a Dyslexia specialist teacher that supports school with diagnosis and screening.
- Each year a thorough SEN audit of provision is carried out and information passed on to the child's next teacher. This also provides valuable information to organise groupings and allocation of support staff. This takes the form of a pen portrait that travels through school with the child.
- Parents are involved in discussions regarding their child's targets and progress.

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

- Regular meetings are held between staff in order to discuss provision and progress. Termly reviews are conducted with pupils and parents and Annual Reviews are timetabled.
- Children who are transferring to Key Stage 2 or 3 have a Transitional review in the Summer Term. The SENDO is invited to Annual reviews, as are any other professionals who contribute to the child's provision.
- All staff monitor pupil's individual progress termly and the SENCO uses termly assessment data to track and measure the progress made by children on the Special Educational Needs register. This progress is then shared with staff and reported to the Head teacher, Governors and School Advisor.
- The SENDCo monitors teaching and learning where possible through the eyes of the child to inform improvements.
- Nominated SEND Governor is Helen Fowler and she meets with the Head teacher and SEND support Teaching Assistant termly and receives a termly written report.
- Interventions and in- class support are reviewed regularly throughout the year.
- Tracking is used effectively to ensure that progress is being made. Data and anecdotal evidence is taken into account when looking at measuring impact of provision and progress
- Pupil interviews take place at least twice a year specifically for pupils with SEND.

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 are carried out for all offsite visits. Educational visits are supervised by EVC officer. Where relevant, pupils may have reduced adult to pupil ratio. Children may have an independent risk assessment if required for a trip out of school.
- We produce general risk assessments for all areas of school life, including the school grounds and areas for PE. These are completed in partnership with relevant staff. We also use outside companies to produce more detailed risk assessments to ensure we are compliant
- All areas of the school form part of our Health and Safety policy.
- Children in KS1 and KS2 access school on a rolling start to promote a strong and purposeful start to the day. At the end of the day teachers take their classes out and wait with them until they are collected.
- We regularly remind parents and children about the need to walk safely on the pavement near the corner and railings at pick up time. We have the correct ratio of adults to pupils for the break and lunchtime periods.
- Policies on Behaviour and Anti-Bullying are on our website. Safety is embedded within our curriculum. Copies of policies can be viewed on the school website and can be printed if required.
- All children in Reception/Y1 are collected by an adult named by the parent in the induction form and all Y2 children are also personally handed over to an adult at the end of the school day. Our parents are aware of parking arrangements and when the school car park can/can't be used for safety reasons. We introduced a reverse parking policy to improve safety.
- Reception children's accident or first aid applications will be advised at the end of the day and parents/carers will be asked to sign the EYFS accident report. Other children will take home an accident slip noting the incident and what first aid was administered.
- Parents can leave their child at the school gate while the child walks around the school building. Children with SEND will be supported with this independence if required.
- Our grounds have direct access to neighbouring farm fields and this is risk assessed every year to ensure we are fulfilling our safeguarding responsibilities.

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

- Medicine is only administered by school staff for children with long term medical needs. Medication lists are managed/supervised and monitored by our Bursar. –Forms must be signed by parents/carers and the relevant staff administering the medicine.
- All staff are briefed if any child needs/has a care plan. When informed, school briefs staff about children with asthma or any other medical condition, who require additional medical support. This is updated annually. We ensure all relevant staff are aware of plans and that training has been provided – often this happens for all staff. Outside professionals such as the school nurse come into school to provide inset training and write care plans when required.
- All staff are qualified first aiders–retrained every 3 years. Designated staff are trained in workplace first aid. For specific conditions, professionals train staff, eg. In the use of a defibrillator and medical emergency process is followed. We have a number of staff working with our youngest children who are paediatric first aid trained including staff on duty at lunchtimes.
- Different services will be requested as required such as speech therapists, physiotherapists, occupational therapists and school nurses will attend school to provide support for specific children after relevant referral has been successfully made by our SENCO and permission given by the child's parent.
- Our Reception and Y6 children have their weight monitored and sight tests in Reception and hearing tests in Y1 are part of an annual programme.
- The school nurse can be included if required in the delivery of sex and relationships education with our Y6 children. We have held workshops on cyber bullying with our older children, although all children have an understanding of this. We share anti bullying and friendship assemblies and lessons through our PHSE programme
- We have links with external family support agencies and the school nurse who provide support when needed.
- School works closely with mental health providers such as HEADSSUP; Confident Me; LEISS.

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 lists the staff at school and their areas of responsibility, alternatively parents can ask at the office and will be directed to the correct member of staff. As a small school, roles are well known.
- We provide access to school brochures and policies via our website or from the school office
- The website denotes the name of the SENdCo and SENd assistant and the school office and how to contact them.
- School has an 'Open Door' policy but there are occasions when it may be necessary to make an appointment to see the Head teacher.
- Each class has a blog which celebrates pupils' learning and activities in class.
- Official pupil progress meetings with parents occur termly with the third 'meeting -Summer' being in the form of a written report.
- Also there are periodic curriculum meetings for parents linked to the different subjects and year-groups.
- We welcome parents into our 'Friday Celebration' Worship every week and other special / themed events eg harvest.
- EYFS Reception pupils and parents/carers have a series of induction meetings in the Summer Term prior to their start date in September. All staff are their keyworkers. Visits to our school are warmly welcomed at any time for prospective and new parents.
- Meet the teacher open events occur at the start of year and parents are provided with a class routines and list of staff working with their child.
- Parents are invited to a Special Assembly at least once a year led by their children's class.
- Each class perform in a production each year, class 1 and 2 at Christmas and Class 3 and 4 at summer.
- Meetings are arranged annually for areas such as SATS, residential trips, Personal, social and relationship education and workshops to support parents in helping their child at home, such as online safety, writing, maths and reading and phonics.
- We welcome parent helpers into school to support pupils.
- Throughout the year we invite parents into school for 'reading' or 'maths' afternoons.
- We invite them to complete a parental attitude questionnaire annually, which is also analysed by the LA and comparisons are made between other schools. In addition to this key information for our SEF is highlighted. We have an extremely high return level from our parents, which is more than double the LA average. These questionnaires have been positive of school and our offer, however when any parent raises concerns, they are invited into school to discuss and resolve the matter. Ofsted's 'Parent View' can also be used by our families and provided important information for the inspectors.
- We have a variety of parent 'surveys' throughout the year linked to key areas of school development or need. These findings are discussed in governor meetings and impact of actions measured.

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

- Various pupils' groups facilitate decision making in school, such as School Council, Heads Team, Eco Team, Job Centre etc.
- We hold Pupil Voice in high regard in our day to day running of our school and the evaluation of our provision. We have a School Council which is chosen by the children themselves. This changes annually and meets regularly to discuss issues brought up by staff and also to incorporate the children's own thoughts. We also have an Eco-Committee who work hard on issues to do with our environment and community. Worship group is well attended by our older children and they shape our provision and enhance the spiritual element of our school. We use 'Pupil Voice' to formally ask the children's views.
- We offer buddy system in school for year 5 and the new reception intake and these relationships once developed continue into year 1 and year 6.
- Pupils' groups aim to report to governors when they are in school for monitoring visits.
- Subject leaders meet with pupils to evaluate how well their subjects are progressing with the intention of improving them further.
- We participate in two pupil questionnaire every year- one learning focus and one wellbeing.
- Parents, school and pupil sign a home school agreement.
- Parents are encouraged to share views in Parent/Child interviews twice a year or during specific curriculum meetings or via liaising with Parent Governors.
- We have an active and successful Parent Teachers Association
- There is a strong governing body which includes effective parent representatives.
- We have held parent forums usually 3 times a year depending on needs of school where parents are consulted on school practice, provision and change.
- Vacancies on the Governing Body are advertised/publicised.
- Head and Governors signpost other agencies and invite them to shared meetings on our site as needs arise such as TAF, Early help/CAF, involving other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, educational psychologists, voluntary groups)

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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

- Head teacher, Bursar or SENCO support is available to help with completing forms and paperwork. .
- SENDCO supports parents on applications for Free school meals; early help and doctors referrals as and when needed.
- Information, advice and guidance can be accessed by parents via the school office or staff. Parent mail, letters, website and parent notice boards displays information about support that is in the community.
- We work with the LA on travel plans, supporting any eligible pupils can get to school.
- As part of two cluster of schools, we work closely with other schools to share expertise and resources. We work closely with high schools for both transitions and to support families with children at multiple institutions to ensure a high level of support offered across two sites.
- Through our cluster of schools we offer festivals and enrichment for pupils but some are designed specifically for children with special educational needs to enrich and provide opportunities for them.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

- A teaching assistant or class teacher can accompany pupils who require additional support on initial visits to high school. The class teacher/ SENCO liaises with a colleague at the receiving high school and a robust transition plan is drawn up which may include additional visits.
- Regular meetings with High School SENCO as and when needed ensures children with any needs are discussed.
- Pen portraits are provided for High schools to support transition

- Regular contact will be made where appropriate when children with special educational needs have moved to high school to support the transition throughout the first 6 months
- All safeguarding and SEND information is shared on transition.

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

- Before and After-school provision is offered.
- School provides a wide variety of activities run by school staff and outside agencies which run before school, lunchtime and after school; some incurring a small fee.
- We ensure our wide choice of clubs are inclusive by offering suitable activities for the age ranges.
- We offer competitive sports events and festivals through West Lancs Sports Partnership and TASA (TARDiS cluster of schools)
- External agencies do at times use our school for activity weeks in the holidays, which are offered to our families. Holiday activities are also signposted on our school website.
- PHSE and SEAL activities are embedded within our curriculum coverage which encourage our pupils to be responsible citizens of the world and emotionally literate human beings.
- Our children are all in house teams to develop community and collaborative working. We also use circle time, reflection time and daily worship to discuss issues and come together as a school family. Our 8 adopted Christian values are known to all our children and are interwoven in all aspects of school life. Friendship is one of these values.