



SEN and Disability

Local Offer: Clitheroe Pendle Primary School

SENCO : Mrs Jane Govender

Contact via bursar@pendle.lancs.sch.uk or

01200 423539

www.lancashire.gov.uk



Accessibility and Inclusion

What the school provides

The school is partly wheelchair accessible and to ensure access for all pupils and parents with disabilities, the school has ensured all exit doorways and entrances to all KS1 classrooms and one lower KS2 and one Upper KS2 classroom, are on a single level and some have ramp access. A low toilet with a wide door is available. Two classrooms have handrail access.

Information about school is freely available on the school website, with each class having their own web-site page, and we operate an electronic 'parent email' system and Twitter. Paper copies are freely available from the school office and parents are encouraged to request further support with accessing information if required. There is a school information-board outside the building and fortnightly newsletters. Most furniture is modern and a suitable height appropriate to the age group of children being taught in that classroom. We have no adjustable seating but have provided this if required especially in the ICT suite where access to monitors is needed.

The school has a range of ICT programmes for pupils with SEN in addition to iPads, headphones, computers and interactive whiteboards.

Teaching and Learning

What the school provides

We have a new SENDCO (Sept 2019) in role. Mrs Govender is an experienced classteacher and is also on the senior leadership team (Deputy headteacher). As part of her induction, she is attending relevant courses, receiving support from the previous SENDCO and working closely with experienced colleagues in the local cluster. Close links are already established with a range of agencies and will be developed further over the course of the year. When last reviewed by OFSTED the SEN provision within the school was judged as outstanding.

Early identification is vital and the class teacher will liaise with parents and SENDCO at the earliest opportunity and planned intervention and support will be put in place. Individual targets will be broken into smaller achievable steps to aid progress, and children may be supported by their own IEP (Individual Education Programme) targets or EHC plan. All classes have some TA support and some children may receive individual support from a TA at times.

A wide range of support intervention programmes are in place within the school and we have access to a counsellor. School will initiate the support of outside

agencies (EP, school nurse, OT, Speech and Language etc) where appropriate. Interventions and support will be modified to reflect any changes in need which will be shared with parents at Parent`s Evenings or termly IEP review meetings. Provision for SEN is monitored using a provision map and children's progress is tracked.

The class teacher and the SENDCO assess and monitor the children`s progress in line with existing school practices. Termly assessments will reflect, as far as possible, their participation in the whole curriculum of the school. When completing assessments children with SEN may be supported on a 1:1 basis, have interpreters, readers or scribes. They may be given timed breaks or be granted additional time if appropriate. Progress is monitored using Target Tracker software. However, if this is not seen to be appropriate for individual children, other tracking systems will be used on an individual basis.

Children with additional medical needs are given appropriate support and provision.

Staff have received training in first aid, Epipen training and are experienced in dealing with pupils with Dyslexia, Dyscalculia, ASD, autism and other diagnosed conditions. Class teachers and TAs are provided with necessary training to support the needs of individual children in their classes.

Reviewing and Evaluating Outcomes

What the school provides

Parents contribute and take part in Annual Reviews and receive copies of all relevant information concerning their child. Pupils are asked to make a contribution to their review (verbal or on paper) or TAF (Team Around The Family) meeting.

Children with Medical Needs are supported appropriately within the school setting.

IEP`s are written approximately half termly, depending on circumstances and are discussed with parents. IEPs include SMART targets which enable individual progress to be monitored. The SENCO and class teacher work closely together to plan the next steps of provision.

School operates an Open Door policy with regards to any concerns a parent may have and has offered a wide range of opportunities for parents to become involved in school life; Meet the teacher evenings, Calculation policy parent workshops, art exhibitions, Stay and Play, assemblies and reading with your child sessions.

Keeping Children Safe

What the school provides

The Head Teacher along with relevant staff will carry out Risk Assessments where necessary, all staff have completed on-line training for using EVOLVE. Risk assessments are written and reviewed for all trips and are in place linked to the curriculum and school areas as appropriate. All staff in school complete annual Keeping Children Safe in Education training and know the necessary school procedures for safeguarding. All volunteers and students receive safeguarding training as part of their induction.

Teachers take classes out to meet their parents at the end of each school day and if required a handover will be carried out by the TA or class teacher to the appropriate carer or parent.

There are parking areas near school for pick up and drop offs and school has a car park.

Welfare staff are on duty at lunchtime (along with some Sports School play leaders) in all play areas and eating areas and a member of The Senior Leadership Team is always available. All playtimes are supervised by teachers and teaching assistants.

Support is available in all classes but some classes may have additional support depending on individual needs.

Parents can access the Anti-Bullying Policy on the school website and work the children have covered in PSHE is on our web-site class pages.

We have half termly PSHE theme days which also link with national events such as Anti-bullying Day and Internet Safety day.

Health (including Emotional Health and Wellbeing)

What the school provides

Care plans are communicated to the relevant teacher(s) as well as support staff and a master copy is kept in SEN records. Any medicines are kept securely and are administered by staff only on request from parents in exceptional circumstances. Parents may come into school to give their child medication.

School has a medical room where incidents are dealt with privately and support administered by an appropriate adult. Support and teaching staff are kept regularly up to date with First Aid Training on a rolling programme; all staff are Epipen trained.

School has a red card system in place that is understood by all children and adults to ensure support is quickly available in the case of emergency. Staff receive regular update training on use of the defibrillator.

Counselling is provided via 'Freeflow' when a need is identified for individual children.

Communication with Parents

What the school provides

The website and prospectus contains details of all school staff; staff photographs and their roles are displayed in the entrance. To help parents get to know key members of staff throughout their child's time at Pendle we have a series of induction afternoons and an evening meeting for parents of children that are starting school in September. In September each year all parents are invited to a meet the teacher evening. We also have parent meetings as children approach key events in their education such as transition from Key stage 1 to key stage 2.

The school web-site is regularly up dated showing a variety of information and up-dates.

Since September 2018 school has used Parent Pay as the primary way of communicating with parents but paper copies of communication are sent on request.

The school operates an Open Door policy and has two parent evenings a year to provide opportunities for parents to discuss the progress of their child. In addition, a written report is provided every term. This will give judgements on attainment, effort, attitude to learning and targets for the next term. A parental feedback form is provided with the end of year report.

A parent questionnaire is provided for parents to record their views and suggestions, as well as a Parental Response form with the report.

School has an active and successful parent/teacher organisation called Friends of Pendle.

We hold an open morning in the Autumn term and prospective parents are welcome to visit school at other times if they were unopen to attend the open day.

Parents are invited into school on a regular basis to attend a range of activities: assemblies, exhibitions, sports activities, lunches, play days, workshops and performances.

Working Together

What the school provides

From Year 2-6 there is a School Council for pupils to contribute their own views, school council members are voted for by their peers and take part in regular meetings.

We hold weekly VIP meetings which focus on different subjects or elements of school life. The VIP (Very Important Pupil) meetings are a discussion with each class represented by a different pupil each week.

Parents can have their say about their child at Parent Evenings, Annual Reviews, IEP discussions and teacher meetings. Parents are well represented on the governing body, 5 members of the current governing body are parents of children in school. Elections to the Governing Body are held in the event of a vacancy. Jo black is the nominated governor with SEN responsibility. The SENCo and SEN governor meet on a termly basis to discuss SEN provision.

What help and support is available for the family?

What the school provides

The class teacher, bursar, SENCO or Head Teacher can offer help with forms if necessary. Support is offered if parents have any concerns about completing paperwork.

There is a school notice board, website and fortnightly newsletters which contain all information of upcoming events or general useful information. Parents are given information relating to relevant events available in the community eg. Parenting classes, SEN information events.

Support with travel plans have been provided by the bursar.

Transition to Secondary School

What the school provides

Each year pupils visit their designated High School for taster sessions and High School teachers will visit our school to help ease the transition from Year 6 to Year 7. High School Teachers have delivered assemblies and spent time in Year 6 classes to familiarise themselves with pupils.

Year 7 pupils visit Year 6 pupils to discuss relevant issues and visits to High School for special events are organised. Ribblesdale High has collaborated with our school to identify potentially vulnerable children and offer them extra taster sessions at secondary school.

An official handover of SEN information and documentation takes place between the SENCO and designated secondary teachers..

Extra Curricular Activities

What the school provides

`Daisychain` before and after school club operates for Pendle Primary children. Daisychain was judged to be outstanding at their last Ofsted inspection.

A range of extra-curricular clubs are offered at lunchtimes or after school . these include netball, football, tag-rugby, cricket, running, science, art, coding club, garage band, choir, French* and 'Sportscool'*

Music lessons are available in school time recorder*, flute*, guitar*, clarinet*, piano*/keyboard*).

Revision Club is provided for Year 6.

The library is open on certain lunchtimes. Clubs are available to all pupils in the designated age range and support for SEN children may be provided if necessary. Children are encouraged to develop friendships and we have a Buddy Scheme where older children support younger children at lunchtime playtime.

(*have a cost to parents depending on the club)