

**SEN and Disability**

**Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Roebuck Primary School

School Number: 06021

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| **School/Academy Name and Address** | **Roebuck Primary School**  **Inkerman Street**  **Preston** | | | **Telephone**  **Number** | **01772 729337** |
| **Website**  **Address** | **http://www.roebuck.lancs.sch.uk/** |
| **Does the school specialise in meeting the needs of children with a particular type of SEN?** | **No** | **Yes** | **If yes, please give details:** | | |
| **✓** |  |
| **What age range of pupils does the school cater for?** | **3-11** | | | | |
| **Name and contact details of your school’s SENCO** | **Mrs M.Roy**  **senco@roebuck.lancs.sch.uk** | | | | |

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| **Name of Person/Job Title** | **Mrs J. Alexander-Steele** | | |
| **Contact telephone number** | **01772 729337** | **Email** | [**head@roebuck.lancs.sch.uk**](mailto:head@roebuck.lancs.sch.uk) |

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** | [**http://www.roebuck.lancsngfl.ac.uk/index.php?category\_id=7**](http://www.roebuck.lancsngfl.ac.uk/index.php?category_id=7) | | |
| **Name** | **Roebuck Primary School** | Date | **28.01.2021** |

Please note – due to COVID, we are having to adapt the way in which we carry out our SEND & Inclusion policies. COVID updates are provided on our website & DOJO.

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| **Accessibility and Inclusion** |
| **What the school provides-** |
| **Our building**-  The school is on a split level therefore we are not fully wheelchair accessible. However, there are only two classrooms upstairs which means alternative rooms can be used where necessary. The school has buildings on several sites including; the main school building, the canteen, the computer suite & the sports hall. There are three disabled toilets across the sites. There are no accessible parking spaces on site at the main building. Disabled parking spaces are available at the sports hall on Parker Street.  **Sharing information**-  Information, which is shared through a weekly newsletter and on our website, can be provided in a different format (size, colour etc.) when requested.  **Adaptations**-  Specialist furniture and equipment can be provided for children with specific needs through liaisons with the relevant professionals within the Local Authority. Visual timetables, signs and symbols are used to support children’s access to resources. Activities are presented and completed in a variety of ways to suit the needs of all our children. The school has a range of ICT programmes to support learning and each classroom is fitted with an interactive whiteboard and at least one computer. |

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| **Teaching and Learning** |
| **What the school provides** |
| **A Graduated Approach** **– Assess Plan Do Review**  **Assess**- Early identification of a pupil’s needs are the key to success. Pupil and parental involvement are key factors in identifying needs and barriers to learning.  The Class Teacher informs the parents/carers at the earliest opportunity to discuss concerns and discuss how best to support the child. A meeting is then arranged to find out further information about your child’s needs, likes/dislikes and strengths. The class teacher assesses and monitors progress half termly in line with existing school practice. The Class Teacher (and SENCo where appropriate) plan an appropriate programme of intervention and support.  **Plan & DO –**   * **Targeted Learning Plan (TLP)** – A TLP is implemented which sets SMART targets (Specific Measurable Achievable Realistic Targets). This is reviewed half termly, by evaluating to see if the additional support in place is helping to accelerate progress, or if the intervention needs to change. * **Provision Map –** Each class has a provision map which is updated each half term. It highlights the range of interventions available and how support is delivered to meet the needs of individual pupils and small groups. * **Targeted Support** -Each class usually has access to one Teaching Assistant (TA) to provide additional support for learning and this can take the form of small group or 1:1 targeted support. Training for interventions is delivered internally and through our CPD policy. * **Review** - If progress continues to be a concern, the SENDCO or class teacher may talk to you about arranging some specialist teacher assessments and later on, an Educational Psychologist assessment, if appropriate. Parents are involved throughout the process and the SENDCo feedbacks back to you about the outcomes of any assessments. Parents are encouraged to come into school and meet with external agencies so that the parent and pupil voice are both heard throughout the assessment process. * The school then implements an action plan which will include the recommendations and advice given by the specialist teacher and / or Educational Psychologist. In the majority of cases, this is an effective tool to enhance provision and meet needs. However, in a small number of cases, some children may have more long term, complex needs and it may be appropriate for school to collate a bank of evidence throughout the ***assess plan do review cycle*** and discuss this with the SENDO from the Local Authority to consider requesting a EHCP assessment.   **Outside Agencies**- School may buy in specialist services depending on the needs of the children. We also access a range of free services to help families and children.  External support can be used to assess and support children with a range of needs such as Social, Emotional & Mental Health, Sensory needs, communication & Interaction needs, Learning Difficulties, Visual Impairment (VI), Hearing Impairment (HI) and other physical or medical needs.  **Supporting Pupils with Statutory Assessments** – SATS applications for extra time and changes to the format of the test can be applied for to support children during formal testing at year 2 and 6. Modifications can be made for informal tests within school. |

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| **Reviewing and Evaluating Outcomes** |
| **What the school provides** |
| **EHCP**  For pupils with an EHCP,parents/carers are actively invited to contribute to and take part in Annual Review process. They receive copies of all relevant paperwork concerning their child.  **Pupil Voice**  Children are asked to contribute in a way that is appropriate to their age and understanding.  **SEN Support & EHCP**  TLPs are discussed and shared at least termly, often half termly, and the targets are discussed with the children. Appointments can be arranged with relevant staff to discuss concerns as they arise. Half-termly progress meeting are held between Class Teachers and members of the SLT to monitor the progress, and interventions, of individual children and vulnerable groups.  **Medical needs**  The school nurse may update Individual Health Care Plans (IHCPs) along with the parents/carers and copies of these are held in school. It is important that parents keep school up to date about any changes to the care plans.  **Leadership/SENDCo**  The SENDCo holds termly SEND surgeries to discuss all pupils with SEN & evaluate outcomes. Evaluations are then fed back to the leadership team which contributes to the whole school provision mapping each term. |

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| **Keeping Children Safe** |
| **What the school provides** |
| **Risk Assessments** -Individual risk assessments are carried out prior to trips etc. as appropriate. Risk assessments for individual children are devised by the Deputy Headteacher or EVC leader, in conjunction with the Class Teacher and with relevant support from the Local Authority. If appropriate, specific children will be named on the risk assessment and their TA will be indicated.  Arrangements can be made for children to be collected and dropped off at the school office if appropriate. Where necessary, children with 1:1 support are accompanied to and from their parent/carer at the start and end of the school day.  A teacher and all Key Stage TAs are out on the yard at break time. Children with Social Emotional and Mental Health difficulties may be allocated a ‘tight team’ of four adults to ensure a consistent approach both outside on the yard and inside the classroom.  The Pastoral Support Mentor and SLT have had Moving and Handling training and advice to safely support a child with challenging behaviours.  Our anti-bullying policy is available on our website and a paper copy is available upon request. All incidents are recorded on CPOMS, fully investigated & feedback is given to parents. |

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| **Health (including Emotional Health and Wellbeing)** |
| **What the school provides** |
| **Medicine**  Parents wishing for their child to take medication in school will need to complete a form at the main reception/office. All medicine is stored centrally in the school office and must have been prescribed by the doctor and have the child’s name clearly written on the box. Medication and dosage are recorded and staff sign when it has been administered. Medication is only administered once written consent has been obtained from parents/carers.  **Care plans**  Care plans are sometimes written by the school nurse but very often it is necessary for parents to keep school updated with any changes. These are stored in class teachers SEND & Medical Files and a copy (with photo) is displayed on the medical board in the staffroom and a further copy is also kept in the school office. This is to keep all staff informed.  **First Aid &specialised medical training**.  Designated staff have undertaken relevant First Aid Training including- Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had diabetes training and Epipen training through the School Nurse or other NHS professionals.  **Other Support**  Children can access physiotherapy, speech and language therapy, occupational therapy and counselling services on site if referred to the appropriate agency.  **Emotional Health & Well Being**  MrsRoy & Ms Thompson are both trained Mental Health Champions (January 2019) and can offer support and signposting to the relevant agencies. We are able to refer to the Children& Families Well Being Service, Child Action North West and Parenting courses amongst a range of other services. |

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| **Communication with Parents** |
| **What the school provides** |
| Images, names and roles within school are displayed in the school entrance so that staff can be identified. Children meet the teacher prior to the start of the academic year on our ‘moving up day’ and Open Days are held for the families of children starting in Reception or Nursery.  If you would like to speak to a member of staff, appointments can be made with the Headteacher, Class Teachers or members of the Senior Leadership Team either directly or through the school office. Your first point of contact should ideally be the class teacher as they spend the most time with your child and will in most situations, be able to respond to any concerns quickly.  School holds two parents’ evenings, provides two interim reports and one final report each academic year to share progress and targets. Parents/carers are welcome to request meetings more frequently and some families have brief meetings on a weekly basis if this is deemed appropriate.  A parent/carer questionnaire is provided annually so that views and suggestions can be shared, and key Governors offer surveys on Parents’ Evening.  School also have a school Facebook page to keep parents up to date with events.  The school website holds a range of information which is regularly updated. Each class has its own information page.  Teachers also produce a class newsletter at the start of each term. |

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| **Working Together** |
| **What the school provides** |
| Parents/carers are invited to share their views at Annual Reviews, TLP reviews, Parents’ Evenings and through formal or informal meetings.  There is a School Council for children in years 1-6 which allows pupils to contribute their views. They hold many events in school.  Parents/carers are invited to join the PTA and the Governing Body when a vacancy arises. Mrs Hargreaves and Mrs Sharples are currently working hard to develop our PTFA and we welcome new parents to join us.  .  There is a clear and concise home-school agreement for all children which can be adapted for children with additional needs. Behaviour contracts and charts are used when appropriate.  We expect parents/carers to work alongside school to resolve issues as they arise and support their children eg. a pupil requiring additional support for behaviour. |

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| **What help and support is available for the family?** |
| **What the school provides** |
| The Class Teacher, SENCo or Headteacher can offer help with forms about your child’s needs if this is requested.  Family Support Worker - Karen Gildea. Karen provides support for families and can signpost families to relevant voluntary agencies. Karen runs a Parent & Toddler group on Tuesday afternoons – please ask for further details.  Pastoral Team - Ms Thompson is our HLTA and Mrs Cuff is our TA L3. They support children with their Emotional, Social & Mental Health needs.  MrsRoy & Ms Thompson are both trained Mental Health Champions and can offer support and signposting to the relevant agencies.  We are able to refer families to the Children & Families Well Being Service. This may mean that a CAF assessment needs to be completed. |

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| **Transition to Secondary School** |
| **What the school provides** |
| We support all pupils with additional needs with their preparation and transition to high school. All pupils visit their secondary school and staff from the local schools come in to meet the pupils and the year 6 class teacher. In the summer term, children with SEND are offered additional visits to meet key members of staff.  **EHCP**  Mrs Roy holds a transitional review for those pupils with an EHCP with the high school – parents can attend this if they wish.  **SEN Support**  Mrs Roy meets with the SENDCo of the feeder secondary schools to inform them of any additional support pupils have been receiving in primary school and recommend key areas for support. |

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| **Extra Curricular Activities** |
| **What the school provides** |
| **Additional provision & extra curricular activities**  School runs a breakfast cub which opens at 8am and serves breakfast for small cost (currently 50p per day).  Before and after school clubs run daily in term time through a private provider based in the sports hall on Parker Street. Please contract Julianne Wallbank for further details.  **Clubs**  A variety of after school clubs run throughout the year and these can change on a half termly basis. There are opportunities to take part in reading clubs, lego clubs, choir, football, rounders, cricket and craft club. All clubs run by school staff are free of charge unless materials have to be purchased. Parents and children are informed of these clubs on a term by term basis.  Additional clubs are offered through private providers and these have to be paid for. All pupils are able to join any club provided that it is being offered to their year group and that maximum numbers are adhered to.  **Pastoral Support & Making Friends**  Regular PSHE sessions are planned on a weekly basis where current topics eg. Internet safety will be explored with the children. We also have a value of the half term and assemblies focus on the key value.  Social skills groups and friendship groups support children in making and maintaining friendships.  New pupils entering school in any year group after September will be allocated a class buddy to help them to settle in quickly. |