



SEN and Disability

Local Offer: Primary Setting

Mainstream School

Name of school: Stanah Primary School

School Number: 02030

Guidance for Completion

For more information about Lancashire County Council's Local Offer, please use the link below:

www.lancashire.gov.uk/SEND.

School Name	Stanah Primary School
School Address	Lambs Road, Thornton, FY5 5JR
Telephone Number	01252 825225
Website Address	http://www.stanah.co.uk/wp/
Does the school specialise in meeting the needs of children with a particular type of SEN?	Yes/ No
What age range of pupils does the school cater for?	4-11

Name of school SENDCO	Mrs Melissa Birch
Name of Head Teacher	Mr Hamish Clough

Accessibility and Inclusion

What the school provides:

- An environment where all children are encouraged to be active, challenged, independent, motivated and resilient.
- A broad and balanced curriculum,
- Immersive topics that encompass all National Curriculum subjects,
- High levels of differentiation,
- Visual resources to support learners,
- Disabled car parking spaces and access to the school building.
- Policies are published on the school website and updated annually.

Teaching and Learning

What the school provides

- Early identification is key at Stanah. Outside agencies are used to help advise on the provision of intervention strategies.
- Staff use Early Intervention documentation (following the 7 C's format) and Cpoms to monitor progress and impact of interventions and to liaise with the school SENDCO.

- Strong emphasis is placed on parent partnership links and are a priority for every family within school.
- Class Teachers and the SENDCO assess and monitor children progress across all areas of need. This is done through PIVATS, PSED PIVATS and Otrack.
- The SENDCO works closely with parents and teachers to form 'Assess, Plan, Do, Review' plans (APDR), which outline appropriate provision and interventions.
- The SENDCO, Class Teachers and families meet three times a year to review Assess, Plan, Do, Review documents, discuss a child's progress and review progress within the Graduated Approach (see SEN Action Flowchart).
- Consistent and efficient communication with parents ensures that any concerns are communicated early to allow early intervention to take place.
- Outside agencies are used to support identification of need and the implementation of appropriate interventions.
- Children with specific medical need will be supported by a Medical Care Plan co-ordinated by the Deputy Head Teacher Mrs Debbie Twist, and where appropriate, the School Nursing Team and any specialist equipment.
- Where appropriate, staff will be provided with specialist training.
- Children with an EHCP will have their plans and progress discussed at an Annual Review, where all specialists who work with the individual are invited.
- A large number of school staff have received up-to-date First Aid Training.
- Class Teachers use PIVATS and PSED PIVATS to monitor and record progress.
- APDR documents record the types of interventions a pupil is receiving and records the success of these interventions.
- Class Teachers make use of a wide range of resources in the classroom to support individual need, such as: Now and Next, Colourful Semantics, visual timetables, visuals for Mathematics.
- All lessons are differentiated appropriately and a variety of resources are used to encourage children to access learning with independence.
- All teaching staff have received training in 'Sensory Needs', the main types and how best to support individuals and attend ongoing training.
- The school SENDCO, family support worker and teaching staff attend ongoing training as part of school and personal professional development.
- Reasonable adjustments are made during tests and SATs, based on a child's individual need and criteria set by the Standards and Testing Agency.

Reviewing and Evaluating Outcomes

What the school provides

- School conduct an Annual Review meeting for all children with an EHC Plan. Families and all professionals who work with the individual child are invited to discuss progress, success of current interventions and next steps. Parents and professionals are invited to complete pre-review paperwork in order to share their view.

- All children with SEN have an ‘Assess, Plan, Do, Review’ (APDR). These plans are reviewed and updated three times a year, with the child’s family, class teacher and SENDCO.
- A child’s progress is measured and recorded using Otrack, the Lancashire PIVATS and PSED PIVATS where appropriate.
- Provision and interventions are assessed and evaluated within Review meetings.
- School operate an Open-Door policy.

Keeping Children Safe

What the school provides

- The school leadership team carry out individual risk assessments when required.
- School operate a strict transition process at the end and beginning of each year, to ensure up-to-date staff training and effective “hand-overs”.
- Where necessary, handover arrangements will be made at the start and end of the school day.
- School has private parking with access close to the school office.
- Where appropriate, staffing arrangements will be made to supervise a child during break and lunch-times.
- All staff are aware and have up-to-date knowledge of any individuals who require alternative provision, in order to keep them safe.
- All staff have had enhanced DBS checks.
- All staff have been trained to Level One and Two in Safeguarding. There are five Designated Safeguarding Lead’s (DSL’s) who are Level Four trained and the school has an appointed Safeguarding governor.
- School publishes its Anti-Bullying Policy and Safeguarding Policy on the school website.
- Appropriate risk assessments and supervision will be carried out in the case of a school trip. The school use EVOLVE to complete off-site risk assessments, which are reviewed and approved by a designated member of staff and external professionals.

Health (including Emotional Health and Wellbeing)

What the school provides

- Any children with medical needs have a Medical Care Plan, which is formed with the school staff and families, as co-ordinated by the Deputy Head Teacher Mrs Twist. All adults who work with the child are provided with a copy of the plan and provided with relevant training.
- Only medication where the appropriate paperwork has been completed by a parent or carer will be given to a child. Only medicine involved in a care plan will be administered by a member of staff; this will be completed in liaison with the School Nursing Team.

- If medication is administered, a full record is kept.
- The school keeps a record of all children with a medical condition. Care plans are kept in storage by the Assistant/Deputy Head.
- Inhalers are stored in classrooms and carried on any off-site visits. Parents are requested to complete authorisation forms for self-administering of inhalers. Children will ask to use their inhaler and an adult will supervise.
- All staff are provided with relevant and up-to-date training where appropriate, including Ofqual Paediatric First Aid.
- Regular inset training keeps all staff up to date with action plan in the event of an emergency.
- School use the PSED PIVATS to support children with Social and Emotional Needs and to track progress.
- School have a trained Family Support Worker, who works with individuals and families on a regular basis.
- School will support families with an Early Help Assessment, where appropriate.
- School have a Lead Teacher in Mental Health and Wellbeing.
- School foster a Growth Mindset across the school setting.
- Regular assemblies address issues with Social, Emotional and Mental Health (SEMH).
- School has access to an on-site defibrillator.

Communication with Parents

What the school provides

- The school office has a “Who’s Who” staff board, with staff photos, names and job roles. This is also published on the school website.
- School operate an Open-Door policy, where families can contact the school office or visit, to seek information or arrange appointments Contact information can be found on the school website.
- School offers Open Days and Induction Evenings, where families can visit and ask questions.
- Parents of children with SEN are invited to three ‘Review Meetings’, where the Class Teacher, SENDCO and families will discuss a child’s progress. When a child has an EHC plan, an additional annual review will take place.
- Parents of all children are invited to two Parent’s Evenings (Autumn and Spring Term) and will receive an End of Year Report in July.
- School’s policies are easily accessible and are published on the school website.
- School use ‘Class Dojo’ to communicate with families.
- Where applicable, identified children will have a Home-School diary communication diary.

Working Together

What the school provides

- Stanah believe that we must all work together for the success of each individual child.
- All SEN Review meetings are conducted in a multi-agency approach, with parents, carers, the SENDCO and Class Teachers. Outside agencies will be invited where appropriate.
- Parents are invited to feedback to school in response to End of Year Reports. Parents are invited to have their say during Review Meetings and Parents Evenings.
- Parents are given opportunities to become involved in school life, through performances, attending events and/ or becoming a School Governor.
- School use Outside Agencies, such as Health and Social Care Groups, or Outside Professionals, such as Speech and Language experts to support individual children.
- School have a School Council, Eco-Council and Science Ambassadors, with

What help and support is available for the family?

What the school provides

- Where appropriate, school can offer help with completion of documentation and paperwork.
- School operate an Open Door policy and families can always contact school for advice, information or guidance.
- The school SENDCO and Family Support Worker are able to give guidance or support, signposting families to external early support services.
- School use 'Class Dojo' as the main means of communication with families, where information is posted regularly.
- The school's Online Safety Lead posts biweekly updates on the whole school system 'Class Dojo'.
- School publish a weekly newsletter called the 'Stanah Standard' with weekly updates and dates to look out for.
- All policies are updated annually and posted on the school website.
- The school office and allocated staff support families with attendance with regular communication.

Transition to Secondary School

What the school provides

- School operate an early transition to High School and begin communications with High Schools in April.
- The school SENDCO meets with all High School SENDCO's to conduct an efficient handover.
- The school Family Support Worker meets with all High School's to handover information relevant to individual children.
- School invite a representative of all High Schools to visit the children, prior to their transition visits.

- Additional transition visits are arranged for children with additional need.
- All children will attend a transition day towards the end of Year Six.

Extra Curricular Activities

What the school provides

- School provide a wide range of Extra-Curricular activities, throughout the year.
- School participate in a wide range of events outside of school, including Local and Regional competitions.
- All activities are inclusive and all children are encouraged to engage in these activities.
- School offer a Breakfast Club and After-School Club.