



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Winmarleigh CE Primary

School Number: 02047

## Accessibility and Inclusion

### What the school provides

- The school was built in 1846 with an extension built in the 1970s. The newer part of the building is on a lower level accessed by two sets of three steps. The front entrance is accessible via a ramp. The newer part of the building is accessible via the playground but there is no internal ramp linking the two levels. There are no disabled toilet facilities in school.
- Due to the schools rural location the only parking available is on a public road adjacent to the school.
- A wide range of information is available on the school website.
- The needs of each child with special needs are considered on an individual basis. For example, where appropriate symbols, graphics or large print would be used to enable children to access resources.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- We have a range of ICT hardware and software which is suitable for use by all children.
- We have specialist furniture and ICT software available for children with special needs currently attending school.

## Teaching and Learning

### What the school provides

- All teaching staff are aware of the importance of the early identification of special needs. All concerns are brought to the attention of the headteacher. Parents are informed in order to gain their support and participation in any actions deemed necessary.
- The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. The school works closely with parents to plan an appropriate programme of intervention and support.
- Any support given focuses on developing specific skills, and also applying those skills across the curriculum.
- Children with special needs are assessed using the same methods as for other children, but where necessary the class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- Children can be screened for specific learning difficulties such as dyslexia and dyscalculia where this is considered appropriate. The school arranges such assessments to be carried out by specialist teachers from IDSS. School may also buy in specialist assessments from other experts, agencies or services.
- The children currently in school with statements of special educational needs (to be replaced with EHCPs) receive a range of support including one to one support and support within small groups from a teaching assistant or the class teacher, support from IDSS specialist teachers and support from the NHS.
- Support staff have attended training in the use of support packages (eg Accelerated, Accelewrite). The IDSS specialist teachers not only provide support for children, but also for teachers and teaching assistants working with those children.
- When sitting examinations children with SEN can be supported 1 to 1, have timed breaks, be granted additional time, or sit exams in a quiet setting in a small group to aid concentration. Such allowances would be made in accordance with national regulations set by the DfE.
- The SEN provision map records the type of intervention a pupil is receiving, the duration, and pupils' progress. This is regularly reviewed by the headteacher, class teacher and parents.

## Reviewing and Evaluating Outcomes

### What the school provides

- Annual Reviews are held for children with statements (EHCPs). Parents and all professionals working with the child are asked to contribute (by submitting written advice and/or attendance at the review). Pupils are also asked to make a contribution to the review by submitting written comments (completed with appropriate support) and by attendance at part of the review meeting. Individual Education Plans (IEPs) are produced termly or half termly depending on the circumstance and pupil; the school operates an Open Door policy with regard to any concerns a parent may have.
- All pupils' progress is monitored throughout the school; pupils with SEN are monitored and progress evaluated against objectives set in IEPs. Pupils with statements (EHCPs) are included in this process but in addition progress and needs are reviewed at least annually as described above.

## Keeping Children Safe

### What the school provides

- The school has adopted all risk assessments recommended by the Local Authority. All staff are aware of how to access the assessments and the need to include them in planning when appropriate. Risk assessments for all off site visits are completed by the Educational Visits Coordinator (EVC).
- If required a handover is carried out by a member of staff to the appropriate parent/carer at the end of the school day. Parents/carers are expected to come to the school's main entrance to collect children.
- A member of staff supervises all children during breaks and lunchtimes.
- Support is available in each class but additional adult support is available when specified in a child's statement.
- Parents can access our Behaviour Policy (including bullying) on the school website.

## Health (including Emotional Health and Wellbeing)

### What the school provides

- All medicine required to be administered during the school day is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer it to their child.
- Where care plans are in place they are shared with all staff.
- All staff are kept regularly up to date with First Aid Training to ensure they are familiar with what action to take in the event of an emergency.
- The school can call on the school nursing team when particular training for staff is required (for example, asthma or epilepsy).
- Children who's statement (EHCP) indicates specialist medical input can access this on school premises (eg paediatric physiotherapy, occupational therapy).

## Communication with Parents

### What the school provides

- The school website contains all relevant contact details but as we operate an Open Door policy parents know they can speak to us directly any day.
- We have 2 parents' evenings each year to provide opportunities for parents to discuss the progress of their child; we also have a 'drop in' session at the end of the summer term so that parents have the opportunity to discuss their child's annual report.
- A parent questionnaire is distributed annually to parents and a summary of their views is fed back after the questionnaires have been collated.

## Working Together

### What the school provides

- As a very small school we consider all children to be members of our school council. However, each year elections are held to appoint officers of the council.
- Parents can express their views about their child's education in Parent Evenings and Annual Reviews. As previously stated, we have an Open Door policy and parents can also express their views as they arise.
- Elections to the Governing Body are held in the event a vacancy arises.
- All our children and their parents/carers are expected to follow our home/school agreement. Should it be deemed necessary to adapt this in the case of a child with specific needs, then this would be discussed by all parties.

## What help and support is available for the family?

### What the school provides

- The headteacher or class teacher can offer help with forms as required.
- Information about support for parents of children with special needs, additional information of upcoming events or general useful information e.g. Children's Centres is displayed in a prominent place.
- The headteacher or class teacher can offer advice or help at any time.
- If a pupil required a Travel Plan this would be dealt with by the headteacher in consultation with parents/carers, SENDCO, class teacher and Local Authority as appropriate.

## Transition to Secondary School

### What the school provides

- Each year pupils visit their designated high school for taster sessions and link teachers from those schools visit us to help ease the transition from Year 6 to Year 7.
- The school provides any information requested by the high school.

## Extra Curricular Activities

### What the school provides

- As a very small school we are unable to offer wrap round care or holiday clubs. However we do signpost to, for example, the nearest holiday clubs offering sporting activities.
- We offer after school activities on two or three days each week covering a range of activities. Details can be found on the school website.
- We offer children regular opportunities to take part in after school sporting activities where they mix with children from several other small schools. We also have regular learning days when we bring together the children from the two schools in our collaboration partnership. Educational visits are also arranged between both schools, (or key stages). All these activities give our children the opportunity to mix with a wider range of peers than would otherwise be possible. The inter-school sporting activities, in particular, provide older children with the opportunity to meet with children who will be transferring to the same high school.