



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Winmarleigh Church of England
Primary School

Local Offer – Winmarleigh CE Primary School

This document is designed to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends our school..

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for our school's Local Offer, which is published on the school's website.

School Name and Address	Winmarleigh Church of England Primary School Church Lane, Winmarleigh. Nr. Garstang Preston PR3 0LA		Telephone Number	01995603006
			Website Address	https://winmarleigh.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:	
	No			
What age range of pupils does the school cater for?	4 -11			
Name and contact details of your school's SENCO	Miss S Bagwell s.bagwell@woodplumpton-st-annes.lancs.sch.uk			

Person responsible for maintaining up-to-date information on the Local Offer

Name of Person/Job Title	Mrs Lucy Campbell		
Contact telephone number	01995603006	Email	head@winmarleigh.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	https://winmarleigh.lancs.sch.uk/		
Name	Winmarleigh Church of England Primary School	Date	28/11/2023

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

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. 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. Winmarleigh CE Primary School is an inclusive school that seeks to provide personalised provision for all pupils. To ensure access for pupils or parents with disabilities, the school has taken steps to improve access to all areas in line with Winmarleigh CE Primary School equality,

accessibility and inclusion policies. Information about school including policies, governors, staff, contacts and weekly newsletters are available on the school website. Resources for children are labelled with pictures and words where appropriate. Resources are displayed at children's height. We have no specialised equipment. Winmarleigh CE School is committed to the provision and development of an inclusive learning environment. Planning is reviewed annually and/or in response to the needs of children joining our school.

The school has a range of ICT facilities, some of which are appropriate for supporting pupils with SEN e.g. iPads, headphones, microphones, laptops, computers, large keyboard and interactive whiteboards installed in every classroom.

School liaises closely with outside agencies as required to provide specialised equipment according to need.

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

Teachers, support staff and our SEND coordinator work very closely to assess and plan provision for pupils with Special Educational Needs. Parents are involved at the earliest possible opportunity to support early identification of a pupil's additional needs.

Provision is carefully reviewed and additional intervention is planned to reduce barriers to learning. Additional 1:1 SEN provision may be appropriate and support could include further assessment either internally or externally by specific professionals including; Inclusion Disability Support Service (IDSS), specialist teacher, Educational Psychologist, Speech and Language Therapist, School Nurse.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse etc). Next steps are identified alongside parents and a Support Plan is agreed that outlines a pupil's next steps. The Support Plan is reviewed half termly by the classteacher and SENCO. Parents and children (in some cases) are invited into school to be involved in target setting. If a child does not attend a meeting their views will be included in the Support Plan.

Each class has a Teaching Assistant to support teaching and learning each morning and some afternoons. We have one teaching assistant who is trained to work with children on a 1:1 basis or with groups of children with social and emotional difficulties. We have two Teaching Assistants Level 3 who are used to cover classes, work with groups of children, work with pupils in receipt of Pupil Premium funding. We have one Teaching Assistant Level 2 who also works in class alongside teachers as well as supporting 1:1 programmes such as Toe by Toe and Read Write Inc. When sitting statutory assessments children with SEN can be supported 1:1, have timed breaks, be granted additional time, sit assessments 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. Our termly provision summaries record the type of intervention a pupil is receiving

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

In each class there is a 'Cover File' which contains: Care Plans, Learning Passports, Support Plans, provision timetables, planning for the half term. For children with an Education, Health and Care Plan, parents and all relevant professionals contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. Support Plans are produced termly and reviewed alongside the parent and child. The school operates an "Open Door" policy with regards to any concerns a parent may have. Pupils' progress is monitored throughout the school and Pupils with SEND are monitored using the school's assessment and tracking framework.

Parents of pupils with a Support Plan are invited into school to discuss their child's targets. Evidence collected during the half term is used to show parents how the targets are worked upon. The plan is evaluated and new targets set. Time is given to pupils to discuss their targets and if they have met them. The targets set are SMART and reflect the child's needs at that time.

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

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), through Evolve and are then sign off by the Headteacher. The Headteacher carries out Risk Assessments alongside school governors and staff where necessary.

A teacher supervises each playtime and a teaching assistant supervises children in the play areas at lunch times. If appropriate, a child with an Education, Health and Care Plan 1:1 supervision is implemented at play and lunchtimes. Support is available in every class but some classes have additional adult support if required, on a needs basis.

Parents can access the school's Behaviour Policy and Anti-Bullying Policy on the school website. At the end of the school day a handover is carried out by a member of staff to the appropriate parent/carer. Parents/carers are expected to come to the school's KS1 entrance to collect children.

If a child has been at an After School Club, they will be collected from the main entrance.

A member of staff supervises all children during breaks and lunchtimes.

All concerns regarding to the use of the internet are reported to the Headteacher. They are then shared with staff, a record of the concerns is placed on the shared server, along with the actions taken.

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

Prescribed medicine which is required at least four times daily can be administered by school (if no one else is available to administer) after parents complete a Medical Form (Form 3). Named medicines are kept in the staffroom fridge or safe place (Headteacher's office) and these must be delivered to school by the parent (not

brought to school by the child). The responsible person administers the medicine or supervises its administration. A Medicine Log is kept in the office containing details of all administered medicines. Parents are required to collect medicines at the end of the school day. Pupil inhalers are kept by the class teacher in the classroom. A list of staff with First Aid Training is kept by each First Aid Box in several locations around school. Care Plans are drawn up in consultation with parents and the school nurse. A copy of the Care Plan is given to the appropriate teacher and a copy is kept in the Class Cover file. The master copy is kept in the SEN file. Pupils with extreme needs have their details displayed in the staffroom with all relevant details and contact numbers. We have a first aid box in each classroom and the school office. Pupils' emotional development is closely monitored and this is tracked and targeted as pupil's move through the school. Any additional support required to support pupils emotional wellbeing is sought through the Primary Care Trust and other local charities and organisations.

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

A fortnightly newsletter is sent to parents via children which is also available on the schools website. The school website contains details of all staff and their role within school. The school website has a list of all governors and their role in school improvement and monitoring. The School operates a 'Safe Open Door' policy and has two parent consultation evenings a year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for parents to record their views and suggestions. Feedback from the parent questionnaire is provided once information has been gathered and how matters are addressed is included in the school newsletter. The 'See – Saw' App is also used to communicate with parents. It allows us to celebrate the children's achievements with their family and also inform them of events and activities in school.

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

There is School Council for pupils to contribute their own views. Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises.

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

The SENCO or Headteacher can offer help with forms if this is required. We have access to Lancashire Parent Partnership if necessary. There is a School and Community Notice board which contains additional information of upcoming events and general information. How to apply for FSM, the school nurse contact details and parent partnership contact numbers can be obtained through the newsletter or school office. If a pupil requires a Travel Plan to get to and from school this would be dealt with by the Head Teacher if required. The school has volunteers who contribute to school by hearing children read. The Parents and Friends of Winmarleigh Primary School fundraise and organise activities for parents, children and staff to get together on an informal basis.

Transition to Secondary School

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

What the school provides

Each year, pupils visit their forthcoming Secondary School for taster sessions and also teachers from the Local Secondary Schools visit to help ease the transition from Year 6 to Year 7. Three are on-going links with the main schools that our children move on to.

In addition, within school, transition sessions are held each year, where the children spend time with their new teacher.

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

Winmarleigh CE Primary School starts at 9am. A member of staff is available on the playground to supervise from 8.50am. A Breakfast Club is available everyday from 8am and After School provision is available every evening until 5.00pm. There are opportunities for pupils to take part in a series of sports clubs after school and a range of additional activities are offered during the day, in the most part funded by the Sports Premium initiative. Children of all ages and abilities are encouraged to participate.