

Winmarleigh CE Primary School



Winmarleigh Church of England Primary School

SEND SCHOOL OFFER DOCUMENT

September 2018

School Details

Winmarleigh Church of England Primary School
Church Lane,
Winmarleigh.
Nr. Garstang
Preston
PR3 0LA

head@winmarleigh.lancs.sch.uk
bursar@winmarleigh.lancs.sch.uk

Age range: 4-11

Number of pupils on roll: 28

Associate Headteacher: Mrs Janet Alexander

SEND Coordinator: Mrs Janet Alexander

SEND Governor: Mrs Linda Sutcliffe

Winmarleigh CE Primary School does not specialise in meeting the needs of children with a particular type of SEND.

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.

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.

Admissions

The governing body of Winmarleigh CE Primary School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice. Admission to Reception is coordinated by the Local Authority.

Keeping Children Safe

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.

Teaching and Learning

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, the duration, pupils' progress throughout the school and records how much progress individuals make following intervention.

Reviewing and Evaluating Outcomes

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 schools 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.

Health (including Emotional Health and Wellbeing)

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

aroundschool. 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 pupils 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

A fortnightly newsletter is sent to parents via children which is also available on the school 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

All the children are members of the School Council which has an elected President and Vice President. We also have a School Eco-Team where pupils can contribute their views and ideas. Parents' views about their child are welcome and opportunities to share them are given at the Parent Evenings, Annual Reviews and Support Plan reviews. Children are also involved in Support Plan and Annual reviews. Elections to the Governing Body are held in the event a vacancy arises. We have Governor and community member helpers in school to support reading. Our SEND governor is updated half termly on other SEND issues in school. One child from the School Council is elected as the Health and Safety representative.

We have a very close relationship with St. Luke's Church, Reverend Lewis leads a weekly worship in school and the school regularly attend services at the church. We have community events as part of our Joining Generations work, which are supported by the local residential home for the elderly and Morecambe Bay Health Trust.

What help and support is available for the family?

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.

The Transition Journey to Secondary School

We are very proactive in making the transition from Winmarleigh to High School as smooth and happy as possible. We are aware that this can be a more difficult transition for those in a small school. We have recently asked former Year 6 pupils and their parents to complete a questionnaire to help us gather the issues which may have arisen and plan how we can implement a 'Transition Journey' for the future which helps our children to settle as easily as possible into their new setting. Our Key Stage 2 teacher and Headteacher meet with the Heads of Year 7 for the feeder secondary schools. Information of open days to various secondary schools is made available to parents through the school newsletter. Transition days are organised to allow pupils to visit their intended secondary school in the Summer term. SEND children's transition is carefully planned alongside secondary staff to allow the move to be as smooth as possible. This ranges from the SENCO at the secondary school being invited to meet the child, attend the annual review meeting, information being shared and day visits to the secondary school. Meetings with parents can also be arranged to support this transition.

Extra-Curricular Activities

- 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. Our Explorer's Club, which is led by our Church volunteers is held one afternoon each term. All children are able to join in the after school clubs we offer. Extra curricula activities have included: Fencing, Spanish, Photography, Yoga, Street Dance, Hand- Ball, Table –tennis and Curling. Music tuition is available through school.