



## **SEN and Disability**

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

School Name: Bickerstaffe CE School

School Number: 08018

<b>School/Academy Name and Address</b>	Bickerstaffe CE School Hall Lane Ormskirk Lancashire L39 0EH	<b>Telephone Number</b>	01695 722957
		<b>Website Address</b>	www.bickerstaffe.lancs.sch.uk
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	No		
<b>What age range of pupils does the school cater for?</b>	4-11 year olds		
<b>Name and contact details of your school's SENCO</b>	Miss Kirstin O'Kane		

<b>Name of Person/Job Title</b>	Miss Kirstin O'Kane SENCo		
<b>Contact telephone number.</b>	016955 722957	<b>Email</b>	bursar@bickerstaffe.lancs.sch.uk

## Accessibility and Inclusion

### What the school provides

The school was built in 1844 and both premises and grounds have been developed to provide access and inclusion for a range of disabilities, including wheelchair access.

Recent improvements include:

- Direct access to continuous provision, both inside and outside, from within the Early Years Foundation Stage classroom;
- The development of an outside classroom to include opportunities for sensory development, and planting in raised beds;
- The extension of the staffroom to provide opportunities to withdraw pupils to a quiet teaching area; and a place where colleagues from multiagencies can work on a 1:1 basis with children;
- The provision of an improved toilet facility for the disabled;
- Carpets throughout and lowered ceilings also contribute to an acoustically favourable environment for those children with a hearing impairment, & modifications have been made to ensure that partially sighted pupils have independence & feel safe;
- Alterations to the front entrance, and the extended flagged area where parents wait for children;
- Easy access to the Bickerstaffe Lodge Nursery facilities, which are conveniently adjacent to the school building;

Information is tailored to meet the needs of pupils and their parents:

- Displays are prominent and at accessible heights for children's use, they are predominantly visual and vocabulary is used in different languages to support those with English as an additional language
- A weekly class newsletter and school newsletter, vibrant website, text messaging service and Twitter ensure that parents are kept informed about the extensive learning opportunities provided within school, and links are made to local services, sources of information and events Those pupils requiring a more individual approach to learning have:
  - Their own work stations located within classrooms;
  - Visual timetables, social stories and symbols are used to support auditory instructions and information, and all teaching and support staff have expertise in using these to meet a range of needs;
  - Nurture activities, include a sensory tent, baking, art and crafts in small groups to develop social interaction and communication

The school has made a significant investment in technology to ensure that it provides children with the skills necessary for life-long learning; as such children have access to individual I-pads, there are headphones, computers and interactive whiteboards installed in every classroom.

## Teaching and Learning

### What the school provides

Within our small school setting we are proud to say that we know our children well and work closely with their families:

- We respond quickly and positively to parental concerns
- Teaching and Support staff are quick to identify those children who are presenting difficulties greater than their peers, and to initiate strategies to address the 4 main areas of need, Cognition and Learning, Communication and Interaction, Physical and Sensory and Social, Emotional and Mental Health.

Support staff are deployed in each classroom to ensure that the needs of individuals and small groups can be met. There is an emphasis on teaching to the needs of the individual child and teaching groups are small which ensures that the building blocks of learning are firmly in place and appropriate challenge is provided.

We work closely with the Lancashire SEND Traded Team

- A Specialist Teacher visits at least half termly to provide support for individuals and groups;
- Teachers for the visually and hearing impaired conduct assessments & regularly provide advice on resources, such as; font size, alterations needed to the environment and books for school and home in an appropriate font size.
- Counselling services & mentoring have been successfully used to support needs
- Regular contact with Specialist teachers and focused training ensure expertise amongst staff to support a wide range of disabilities and needs.

Speech & Language Therapists and Occupational Therapists are regular visitors to school and support staff receive training to deliver individual programmes to develop associated skills.

Assessment at the end of Key Stages indicates that many of our children make the National Expected Progress, testimony to the high standards of teaching and the support they receive in order to access the curriculum and test materials.

Our SEN provision maps and Individual Support Plans records the type of intervention a child is receiving, and their progress is monitored closely using an assessment system through SIMS (School Information and Management System).

All staff have received First Aid training, and two members of staff have also paediatric first aid qualifications.

## Reviewing and Evaluating Outcomes

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also encouraged to make a contribution to their review. Individual Supports Plans are produced termly or half termly depending on the circumstance and each pupil with a SEND has a Pupil Passport, recording their voice. The school also operates an Open Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and Pupils with SEN are also monitored on the Provision Map.

## Keeping Children Safe

Strict Safeguarding and Child protection policies and procedures followed, as well as adherence to Health and Safety Policies and procedures.

The Headteacher carries out Risk Assessments where necessary.

Teachers or Teaching Assistants always ensure that children are 'handed-over' to the appropriate parent/carer at the end of the day and, if necessary, they are there in a morning to welcome children.

A Teaching Assistant in addition to Welfare Assistants supervises each lunch break and lunch time play, and teachers alongside support staff supervise the children at playtimes.

Support is available in every class but in some classes there is additional support for individual children and groups.

The ratio of children to adults on school trips meets statutory requirements with additional support where necessary.

Parents can access the Anti-bullying Policy on the school website.

## Health (including Emotional Health and Wellbeing)

Parents complete and sign a form to say that the school can administer prescribed medication. School will then administer medication recording time, dosage and frequency, passing this information to parents at the end of each day.

Care plans are drawn up with the involvement of parents, medical professionals, such as the School Nurse, and the SENCo. Plans are then passed to relevant Class Teachers with a master copy being held on a child's 'Pupil File'.

All support and teaching staff are kept regularly up-to-date with First Aid Training to ensure that they are familiar with what action to take in the event of an emergency. Two

members of staff also hold Paediatric First Aid qualifications, and EpiPen/Asthma training has been provided for all staff by the School Nurse.

## **Communication with Parents**

The website and School Brochure contains details of all staff currently employed in school.

The School operates an open-door policy and has 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child.

Surveys and consultations provide further opportunities for parents to record their views and suggestions.

## **Working Together**

There is a School, Health and Wellbeing, Worship Wonders and Eco Councils providing opportunities for children to have their say and influence school improvement and development.

Parents have the opportunity to have their say about their child at Parent Evenings, Annual Reviews, and Targeted Learning Plan reviews (if they express a wish to do so).

Consultations and workshops provide further opportunities for parents to become involved, and to influence the formation of: policies and procedures; and action plans to support school improvement and development.

Elections to the Governing Body are held in the event a vacancy arises.

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

The Class Teacher, Head Teacher or Administrative Officer can offer help with the completion of forms if this is required.

A weekly class and school newsletter are provided as a paper copy, and an on-line version. In addition, there are links via the school website to important information, advice and guidance, and a Community Notice board providing information of upcoming events.

If parents required a Travel plan to get their child to and from school this would be organised through the class teacher, SENCO and Head Teacher.

## Transition to Secondary School

Each year, pupils visit their forthcoming secondary school for organised events and taster sessions; and some children with special educational needs have a number of additional sessions if it would be beneficial.

Secondary teachers from the local schools also visit school to meet children and to speak with class teachers and the SENCo, this helps to ensure a smooth transition from Year 6 to Year 7.

## Extra-Curricular Activities

Bickerstaffe Lodge, adjacent to the school building, operates a daily Breakfast Club this is available to all pupils during term time and holiday breaks.

There are opportunities for pupils to take part in weekly Music Lessons (keyboard and guitar) for a small fee. In addition, pupils can take part in Art Club, Book Club, Sports Club, twice weekly Running Club, Coding Club and Film Club. Some of these clubs are designed for particular age groups.

In addition to the above Clubs that run throughout the year there are others, such as: Athletics, Christmas Crafts, Dance, Multi-skills, Singing and Tennis that run for a fixed period of time e.g. half-term/term.

School uses its 'Sports Funding' to buy in expertise in the form of specialist coaches to work alongside our teachers and support staff, ensuring that activities are inclusive and that they meet the needs of all pupils.

Pupil Premium Funding also means that those children who are eligible can participate in all Clubs without charge.

Children entering Reception are assigned a Buddy from Year 6 and children are also encouraged to have a Reading buddy during special Reading Sessions. Buddies also help Reception children during Lunch times in the Autumn Term to help new pupils settle in to normal School routines.

## Feedback