

**SEN and Disability**

**Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Longton Primary School

School Number: 07030

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| **School/Academy Name and Address** | **Longton primary School**  **School Lane**  **Longton**  **Preston**  **PR4 5YA** | | | **Telephone**  **Number** | **01772 612495** |
| **Website**  **Address** | **www.longton.lancs.sch.uk** |
| **Does the school specialise in meeting the needs of children with a particular type of SEN?** | **No** | **Yes** |  | | |
| **x** |  |
| **What age range of pupils does the school cater for?** | **4 – 11** | | | | |
| **Name and contact details of your school’s SENCO** | **Mrs Rebecca Catterall**  **senco@longton.lancs.sch.uk**  **01772 612495** | | | | |

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| **Name of Person/Job Title** | **Mrs J Brown**  **Head Teacher** | | |
| **Contact telephone number** | **01772 612495** | **Email** | **head@longton.lancs.sch.uk** |

I confirm that our Local Offer has now been published on the school/academy website.

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| **Please give the URL for the direct link to your school’s Local Offer** | [**https://www.longton.lancs.sch.uk/page/sen/50240**](https://www.longton.lancs.sch.uk/page/sen/50240) | | |
| **Name** | **Mrs J Brown** | Date | **01/09/2023** |

**Please return the completed form by email to:** [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

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| **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**  School Information   * All of the building is on 1 level and is wheelchair accessible. * We do have accessible parking facilities. * Auditory environment – headphones are available for using with computers. * Visual environment – Whiteboards and interactive whiteboards are at the front of the room and centred. Pale paintwork on internal walls so all displays and classroom working walls are easy to see. Minimal display and no displays placed on windows. * Definite accessible changing and toilet facilities.   Information   * All readily accessible via our bursar and posted on school website. * Where relevant brochure/policies can readily be presented in large font. * If brochures in other languages were required we would liaise with the pupil access team and the School transition team. * Similarly, our Teachers /Bursar is available to meet with parents who are without access to laptops or who have additional needs to support them re filling in forms. * Parent mail is encouraged; however paper copies are provided where access is not available * Regular meetings with Parents of pupils with special educational needs or disability are timetabled each term.   Resources   * All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and needs specific. We gain access to any specialist equipment if necessary. |

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| **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**   * Nursery visits are conducted by our Reception teacher to ensure smooth transition to school. * All children are monitored and tracked through Quality First Teaching, precision teaching and assessment. * School process is followed for identifying and referring pupils who are believed to have a special educational need or disability. Guidance and advice is given to teachers who express concerns about specific children. * Teaching Assistants provide support for children who require precision teaching. In addition, our Teaching Assistants are developing specialisms to offer support to pupils outside of the classroom when required. * Children are provided with the resources they require in school. These are tailored specifically to their needs. These may include specialist writing equipment, sloped writing tables, ICT as required. Children are encouraged to be independent learners. * The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, CAMHS, clinical psychology, Gypsy Romany Traveller and ethnic minority groups.. * Held half termly or more often as required, SEN meetings provide staff with updates on changes and training opportunities. Teaching assistants are trained in key areas such as speech and motor skills. All school staff have a personalised CPD programme including SEN to develop skills further. * Our provision map indicates a range of interventions, resources and support for children with a variety of academic and non- academic needs from foundation stage through to Year 6 * Specialist teachers and outside agencies are employed according to needs identified in school. * Our Senco and Deputy Headteacher has undertaken the National Award for SEN Coordination |

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| **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**   * Regular meetings are held between staff in order to discuss provision and progress. Termly reviews are conducted with pupils and parents and Annual Reviews are timetabled. * Effectiveness of provision is assessed by class teachers and SLT looking at progress indicated on the school tracker, PIVATs and Boxall Profiles and parents are informed about progress each half term. * Children who are transferring to Key Stage 2 or 3 have a Transitional review in the Summer Term. The SENDO is invited to Annual reviews, as are any other professionals who contribute to the child’s provision. * All staff monitor pupil’s individual progress termly and the SENCO uses termly assessment data to track and measure the progress made by children on the Special Educational Needs register. This progress in then shared with staff and reported to the Head teacher, Governors and School Advisor. SEND progress meetings take place each term to check how the children are progressing in their learning. * Interventions and in class support are reviewed regularly throughout the year. | |

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| **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**   |  | | --- | | * Risk assessments are carried out for all off site visits. Educational visits are supervised by EVC officer. Where relevant, pupils may have reduced adult to pupil ratio. * All areas of the school form part of our Health and Safety policy. * Children in KS1 are collected from the playground, KS2 come into school to complete early morning tasks. At the end of the day teachers take their classes out in KS2 and wait with them until they are collected. In KS1 children are collected from their classroom doors. * Unofficial ‘One way’ system and a walking bus is in place. * We have the correct ratio of adults to pupils for the break and lunchtime periods. * Policies on Behaviour and Anti-Bullying are on our website. Safety is embedded within our curriculum. Copies of policies can be viewed on the school website. | |

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| **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**   |  | | --- | | * Medicine is only administered by school staff for children with long term medical needs. Medication lists are managed/supervised and monitored by our Bursar –forms must be signed by parents/carers and the relevant staff administering the medicine. * All staff are briefed if any child needs/has a care plan. When informed, school briefs staff about children with Asthma or any other medical condition, who require additional medical support. Outside professionals such as the school nurse come into school to provide inset training and write care plans when required. * All staff are qualified first aiders–trained every 2 years. Designated staff are trained in workplace first aid. For specific conditions, professionals train staff, e.g. In the use of a defibrillator and medical emergency process is followed. * Different services will be requested as required such as speech therapists, physiotherapists, occupational therapists and school nurses will attend school to provide support for specific children after relevant referral has been successfully made by our SENCO and permission given by the child’s parent. * Our Reception and Y6 children have their weight monitored and sight tests in Reception and hearing tests in Y1 are part of an annual programme. | |

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| **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**   * The website lists the staff at school and their areas of responsibility, alternatively parents can ask at the office and will be directed to the correct member of staff * We provide access to school brochures and policies via our website or from school office * School has an Open Door policy but there are occasions when it may be necessary to make an appointment to see the Head teacher. * Each class has a blog which celebrates pupils learning and activities in class. * Official pupil progress meetings with parents occur termly with the third ‘meeting -Summer’ being in the form of a written report. * Also there are periodic curriculum meetings for parents linked to the different subjects and year-groups. * Three open days a year for perspective parents. * EYFS Reception pupils and parents/carers have a series of induction meetings in the Summer Term prior to their start date in September. Visits to our school are warmly welcomed at any time for prospective and new parents. * Parents can feed back via the parents evenings, parents groups, parent questionnaire and at any time via staff * Parents are invited to a Special Assembly once a year led by their children. Our year 6 leadership team host Celebration assemblies every term and each class performs a production each year. * At harvest, Christmas and Easter the whole school host a special assembly at St Andrews Church * Meetings are arranged annually for areas such as SATS, residential trips, Personal, social and relationship education. * We welcome parent helpers in school to support pupils. * Throughout the year we invite parents into school for ‘reading’ or ‘maths’ afternoons. |

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| **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**   * Various pupils groups facilitate decision making in school, such as School Parliament, Heads Team, Eco Team, etc. * Offer buddy system in school * Pupils groups report to governors termly * Subject leaders meet with pupils to evaluate how well their subjects are progressing with the intention of improving them further. * We participate in a pupil questionnaire every year. * Parents, school and pupil sign a home school agreement. * Parents encouraged to share views in Parent/Child interviews twice a year or during specific curriculum meetings or via liaising with Parent Governors. * Active and successful Parent Teachers Association * Strong governing body which includes effective parent representatives. * Vacancies on the Governing Body are advertised/publicised. * Head and Governors signpost other agencies and invite them to shared meetings on our site as needs arise such as TAF, CAF, involving other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, educational psychologists, voluntary groups) * The SEND Governor meets with the SENDCo termly.  |  | | --- | |  | |

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| **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**   |  | | --- | | * Head teacher/SENCO, SENCO support or Bursar support is available to help with completing forms and paperwork. * Information, advice and guidance can be accessed by parents’ via the school office, school staff. Parent mail, letters, website and parent notice boards displays information about support that is in the community. * We work with the LA on travel plans, supporting any eligible pupils get to school. | |

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| **Transition to Secondary School** |
| * What support does the school offer around transition? (e.g. visits to the secondary school, buddying) |
| **What the school provides**   * TA or Mentor can accompany pupils who require additional support on initial visits to High School. The class teacher/ SENCO liaises with colleague at the receiving high school and a robust transition plan is drawn up which may include additional visits. |

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| **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**   * Before and After-school provision - limited spaces of 45 children * School provides a wide variety of activities run by school staff and outside agencies which run before school, lunchtime and after school; some incurring a small fee. * We ensure our wide choice of clubs are inclusive by offering suitable activities for the age ranges. * External agencies do at times use our school for activity weeks in the holidays, in addition we offer two weeks activities in the summer holidays, which are offered to our families. * PSHE and British Values activities are embedded within our curriculum coverage which encourage our pupils to be responsible citizens of the world and emotionally literate human being. |

Returning to school after COVID 19 and useful information

At Longton Primary school, the senior leaders, teachers, assistant teachers and all members of the school staff have been working hard to prepare for the safe and successful return of all children to school in September 2021 and September 2022.

We now have flexible start times for all year groups and we had an alternative start date for the new reception class, to support the transition into school, however the overall aim was that from the start of September all pupils would have returned to learning at Longton Primary.

We recognise that parents and carers may have many questions, so there is a range of support information available to help parents and carers prepare children and young people below.

Support for parents

The Lancashire Educational Psychology Team have put together some [practical ideas to support you to prepare your child for their return to school](http://www.lancashire.gov.uk/children-education-families/schools/coronavirus-supporting-your-childs-return-to-school/). <https://www.lancashire.gov.uk/children-education-families/early-years-childcare-and-family-support/helping-your-child-return-to-childcare-or-school-after-coronavirus/>

In addition to this, government have provided [guidance for parents who have children returning to school in autumn](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term).

<https://www.gov.uk/coronavirus/education-and-childcare>

Disruptions due to the pandemic

Due to the pandemic, many of our health professionals will not be able to come into school and work with your child directly. If this remains the same we have planned that sessions will be taking place with an adult (Teacher/Assistant teacher) via social media platforms/zoom/telephone calls, so that support for children will still take place. The information that is given via calls etc will be shared with parents