



## **SEN and Disability Local Offer: Primary Settings**

Mainstream, Short Stay Schools , Special Schools and Academies

Name of School: **Springfield Community Primary School**

School Number: **12043**

## Guidance for Completion

This template is designed to help you 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 your school/academy.

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 the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Springfield Community Primary School Oxford Road Burnley		Telephone Number	01282 437277
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:  SERF	
What age range of pupils does the school cater for?	4 - 11			
Name and contact details of your school's SENCO	Miss H Tate			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Miss Hannah Tate SENDCo		
Contact telephone number	01282 437277	Email	<a href="mailto:h.tate@springfieldcps.lancs.sch.uk">h.tate@springfieldcps.lancs.sch.uk</a>

## Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

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

Please give the URL for the direct link to your school's Local Offer	<a href="https://springfieldcps.lancs.sch.uk/send/">https://springfieldcps.lancs.sch.uk/send/</a>		
Name	Springfield Community Primary School	Date	04.09.18

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

## **Accessibility and Inclusion**

- How accessible is the school environment?
- How accessible is your information? - including displays, policies and procedures etc.
- 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 specialised equipment (eg; ancillary aids or assistive technology?)

### **What the school provides**

The school was built in 2004 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There is an accessible parking space available for the public and disabled persons and a disabled toilet is available for wheelchair users if the need arise. Information is available on the school website and a community noticeboard in addition to regular newsletters. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

Translators can be available at meetings for parents whose first language is not English when appropriate. Parents and carers are encouraged to inform us of any specific needs, such as large print, audio information etc and school will facilitate these needs accordingly.

The school has invested heavily in modern technology and ICT including a 40 computer ICT suite, 15 new laptops for each class, ipads and digital cameras. The school has a range of ICT programmes for pupils with SEN which are used several times a week in addition to headphones, netbooks and transmitters for hearing impairment. Interactive whiteboards are installed in every classroom and also in meeting rooms, nurture group, hall, library and Community Room.

## **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?
- 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**

The school SENDCo is a newly appointed but has had a number of years of experience working in a mainstream setting. She is currently undertaking the National Award for Special Educational Needs at Edge Hill University. It is expected that all newly appointed SENDCos achieve this award within three years of taking up the role.

As a senior leader in the school a high importance is placed on SEND and current issues and changes are regularly shared with staff as part of their continuing professional development. The SENDCo has dedicated time to monitor and oversee the provision and progression of SEND pupils and support staff in their teaching and assessing of such pupils.

All staff members, including teaching assistants regularly update their knowledge of working with SEND pupils which allows for early identification of such pupils. Once a classteacher has put in place strategies to support the child thorough monitoring of this support takes place. If issues are still prevalent detailed monitoring by the teacher and SENDCo takes place and issues discussed with parents. At this stage an Individual Pupil Provision Map (IPPMs) may be written by staff at school. This is then shared with parents. The SENDCo works closely with parents to plan an appropriate programme of intervention and support.

An Inclusion Team made up of the SENDCo, Nurture and Special Needs staff, EAL, Learning Mentor and Family Support Manager meet regularly to discuss and monitor pupils, review needs and target intervention.

Sometimes school relies on the expert knowledge and skills of outside agencies such as IDSS (Educational Psychologists), Speech and Language and Alternative and Complimentary Education and Residential Service (ACERS) who can advise on the provision of intervention strategies.

Each class has at least 1 full time teaching assistant working closely with pupils with several others being shared amongst the year groups. Several of these teaching assistants are trained in specific areas of SEND.

In the case of children with Hearing Impairment (HI), Visual Impairment (VI), or medical needs specialist support, equipment and training is provided by IDSS or the NHS (diabetes Nurse etc...).

Staff have received Paediatric First Aid, First Aid and Epipen training. This is updated as according to legislation. School has a dedicated Teaching Assistant who oversees all medical needs within school and liaises regularly with parents to complete and update Care Plans.

During formal assessments such as SATs (in Years 2 and 6) children with SEN can be supported 1:1, have timed breaks, be granted additional time and sit in a quiet setting away from distraction. Individual needs are supported on a case by case basis.

The school's provision map records the type of provision a pupil is receiving, the duration, pupils progress throughout the school and records how much progress individuals make following interventions. The school's monitoring system Target Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

Class teachers meet six times a year during each half term with school leaders to discuss pupil progress and pupils are discussed on an individual basis. From this meeting pupil targets are set and interventions discussed for those not making expected progress. Pupil progress is rigorously monitored and is an objective on every staff member's Performance Management Appraisal. In addition, the SENDCo monitors each SEND pupil half termly and supports teachers in their teaching of these pupils. The SENDCO is available to meet with all SEND children's parents and carers during teacher parent consultations

## 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

Parents and carers contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to contribute to the review. IPPMs are produced as necessary with a time period set in order to accommodate the targets and needs of individual pupils. Towards the end of the school year the class teacher and the new class teacher for September review IPPM's and then write the next one together. This ensures a seamless transition from one class and teacher to the next.

The school operates a genuine Open-Door policy with regards to any concerns a parent may have.

Pupil's progress is monitored throughout the school and pupils with SEND are also monitored on the provision map.

## 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 Headteacher, Senior leaders, class teachers, teaching assistants and Educational Visits Co-ordinator (EVC) carry out Risk Assessments where necessary. In addition, the school carries out daily risk assessments of the school grounds and premises.

If pupils with SEND require a handover at the start and the end of the school day this can be arranged as necessary.

Senior and middle school leaders are available each lunch and play break throughout the day with teachers and teaching assistants supervising children during breaks in addition to support staff.

Support is available in every class but some classes have additional adult support if required and appropriate. Pupils with Statements receive additional support according to their plan.

Parents can access the following policies on the school website:

Behaviour

E-Safety

Attendance

Medical Needs

Special Education Needs and Disability

Homework

Complaints

Children Looked After Policy

Hard copies are also made available from the school administrator.

## **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**

Medicines are usually administered by parents coming into school. All other medicine is recorded in a medicine book with details of dosage and frequency and parents/ carers sign to grant authorisation to the school to administer to their child. Individual Care Plans are written by staff in liaison with the SENDCo and then copies are passed on to the relevant class teacher with the master copy being kept in a locked cupboard in the HT office.

All support and teaching staff are kept regularly up to date with First Aid training to ensure that staff are familiar with what action to take in the event of an emergency. External training is provided to relevant staff for more specific, individual needs such as Diabetes or Epipen training.

## 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 (e.g. 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 school website contains details of all staff currently employed by the school. The school operates an Open-Door policy and has 3 parent teacher consultations a year as well as a ‘meet your new teacher’ afternoon at the end of the summer term. An autumn term and spring term report is sent to parents with a full annual report at the end of the Summer term. A parent questionnaire is also provided at least twice yearly for parents and carers to record their views and suggestions. Results and actions from these questionnaires are shared with parents.

## 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

Pupils are encouraged to air their views informally at any time: more formal arrangements are through the School Council where members are elected by their peers. Pupils complete pupil questionnaires at least twice a year, contribute to their IPPMs and Annual Statements. Pupil interviews take place with all pupils each term.

Parents and carers are encouraged to speak with school staff if they have any concerns. Parents also complete questionnaires twice yearly which are scrutinised by SLT and changes made where appropriate. Questionnaire outcomes are shared with parents via a newsletter.

Several parental groups take place in school including:  
Intervention group

Access to the Learning Mentor  
Access to the Family Support Manager  
Access to the Pupil Support Manager  
Friends of Springfield  
TAF, CP, CIN meetings held regularly with school and outside agencies  
Annual review and IPPM meetings  
In school parent volunteers  
Parent Teacher consultations

Election to the Governing Body are advertised and elections held in the event of a vacancy arising.

### **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**

All school staff can and do offer help to parents regarding form filling if this is requested.

Services are signposted to parents via posters, leaflets, Learning Mentor, Headteacher and SENDCo. Springfield CPS works closely and regularly with Children's Social Care, Social Services, Police, Health Professionals, CAMHS, Reedley Hall, ELCAS, School Nurse and the County attendance team.

Regular meetings are held within school for Team Around the Family/ Child, Child in Need and Child Protection Core Meetings. The Family Support Manager regularly chairs meetings and distributes paperwork and minutes.

There is a community notice board which contains additional information of upcoming events, notices and useful information such as Drop in centres. The main school office and notice board in the visitors room also displays information posters.

The school holds workshops for parents to attend including:

Phonics and reading

Maths

Online Safety

Pupils starting reception class have a lengthy introduction to school and several parent and child 'come and play' sessions.

If a pupil requires a Travel Plan to get their child to and from school this would be dealt with by the Head teacher.

## 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 in Year 6 spend time at their forthcoming Secondary School for taster sessions. At the local secondary school this consists of two days a week for 6 weeks during the summer term and a further two days of transition. Pupils with SEND are given extra support and meetings arranged with the SENCo and Head of Year to pass over paperwork and discuss the child's needs in detail. In some cases, a member of Springfield's support staff can support a pupil during the first few weeks of secondary school to ensure a smooth and successful move. All pupils with a Statement have early Annual Reviews arranged to enable all parties to meet and plan for the future.

## 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

Springfield operates a daily Breakfast Club available to all pupils for a nominal fee. There are opportunities for pupils to take part in lunchtime and after school clubs with a high emphasise on sports and arts, all which are free. The clubs are available to all pupils in the designated age range assigned to that activity. Springfield employs a HLTA who has responsibility for Sport, to enhance PE lessons within school time and lead the extended schools sports programme. School is also a member of a local sporting cluster and takes part in competitions and taster days. Specific sessions are also organised for pupils with SEND.

Updated by: H.Tate

04.09.17