

SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Aughton St. Michael's C. E.

School Number: 08021

LO-AUGHTONSTMICHAELSCESCHOOL-08021



School/Academy Name and Address	Aughton St. Michael's Delph Park Avenue, Aughton, Lancs L39 5DG	Telephone Number	01695 423295
		Website Address	www.aughtonstmichaels.co.uk

Does the school specialise in meeting the needs of children with a particular type of SEN?	No		
What age range of pupils does the school cater for?	4-11 years		
Name and contact details of your school's SENCO	Hayley Brennan h.brennan@aughton-st-michaels.lancs.sch.uk		

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	Hayley Brennan		
Contact telephone number	01695 423295	Email	h.brennan@aughton-stmichaels.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	www.aughtonstmichaels.co.uk/index.html		
Link to Lancashire's Local Offer	www.lancashire.gov.uk/SEND		
Name	Fiona Cottam	Date	01/09/17

Accessibility and Inclusion

What the school provides

- The school provides an accessible environment at present but this remains a focus of on-going development for the school as the environment and needs of its pupils grow and change. The school can be accessed by wheelchair users and there is a designated space for disabled parking. The auditory and visual environment has been developed through the use of blinds and diminished light coating on affected window panes. The school has a fully functioning and spacious disabled changing room/shower/toilet. The accessibility of the school is monitored by the headteacher and SENCO on a yearly basis and developments and improvements are planned as identified and required.
- The school has a website and also provides all communications in written format. Should larger print be required this would be fully available upon request. Telephone communication and 1:1 meetings are also available should parents and carers require more support in the sharing of information.
- The school provides a very inclusive and accessible environment for all pupils, inclusive of those with additional needs. The school is committed to adapting its communications to whatever is required to ensure the child can access the curriculum. Consideration is also given to children's physical needs and resources and adaptations are used as required, for example, writing slopes, work stations, pencil grips, cutlery etc. Children's individual needs are identified and addressed through a personalised learning program and resources and/or training are obtained to ensure such needs are met. We also work closely with external agencies and services such as, speech and language, CAMHS and other health services.

Reviewing and Evaluating Outcomes

What the school provides

The new Code of Practice under the Children and Families Act is fully implemented from September 2014

Under this Code children have special educational needs if they have a **learning difficulty** that calls for special educational provisions to be made for them.

What is a learning difficulty?

The Code states that children have a learning difficulty if they

- Have a significantly greater difficulty in learning than the majority of children the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Using information from teachers and the child in consultation with parents, the situation will be looked at to see if it fits into the Code.

- Once a child is given a statement or a EHC it is crucial that the school establishes an effective cycle of review to ensure that information is successfully shared with all agencies involved in supporting that child. This cycle of review will include annual meetings with parents to discuss a child's progress. At this annual review, all parties involved in supporting a child will be invited to contribute their thought, concerns and targets to the review and this will be discussed at the review meeting. Advice from professional, including advice given as part of a statement monitoring visit is crucial at such reviews. At the meeting, the child's progress will be discussed, targets will be evaluated and new targets will be set to make plans for the following year. If necessary or if additional concerns arise then a mid-term review may be called at any point.
- For other children with additional needs, the review cycle is equally as effective. Parents are invited to 2 formal meetings to discuss their child's progress, one at the beginning of the school year and a longer one in the Spring term. At this point concerns or targets will be shared. For children who are identified as having additional needs more detailed meetings may be required during which specific targets to support their needs and an action plan to address them will be discussed. If the additional needs require even further intervention, then parents and school will meet to discuss the next steps, which may involve meetings and support from external agencies.
- As part of the review process for meeting the needs of children with SEN, the school SENCO collects in IEP monitoring forms on a half termly basis. This ensures that the targets set are accurate and that the class teacher and the SENCO have an up to date knowledge of a child's current level of need. For children with statements of educational needs, PIVATS are completed twice a year to track progress and inform future targets. These are discussed as part of the annual review process and actions are identified based upon these.

Keeping Children Safe

What the school provides

- The headteacher carries out risk assessments where necessary. Individual Risk Assessments are carried out for pupils with identified behavioural or physical needs. These are shared with parents.
- For children with additional educational needs, on the most part they will be encouraged to enter and exit school in the same way as all other pupils. If school deem it necessary, an individual handover plan is established with the parents/ carers which is reviewed regularly.
- If required there is a designated space within the staff car park to drop off nearer the school entrance.
- During breaks and lunchtimes, there are always least 2 members of staff on the playground on duty at all times. Should a child require additional supervision in order to prevent harm to themselves or others, school will assign an additional adult to offer designated supervision.
- When taking children out of school, a risk assessment is completed at all times, this is approved by the schools trained EVC. As part of this assessment, extra consideration will be given to meeting the needs of all pupils with SEN throughout the duration of the activity. This also involves a consultation with the venue to ensure a high-quality experience for the children.
- The school has an in-depth and regularly reviewed anti-bullying policy which can be viewed and downloaded from the school website (hard copy available on request).

Communication with Parents

What the school provides

- The website contains details of all staff currently employed by the school and an overview of their roles. Reception parents are given a hard copy of a list of staff during the induction process.
- The School operates an Open-Door policy; sometimes this involves making an appointment.
- School holds two Parent Evenings a year to provide opportunities for parents to discuss the progress of their child. Termly targets and a brief progress update is sent home each term.
- Parents are requested to acknowledge receipt of targets and are encouraged to add their own comment. A parent questionnaire is provided annually for parents to record their views and suggestions.
- Early Years offer 'Stay and Play' sessions for parents.

Working Together

What the school provides

- Pupils are encouraged to have their voice at appropriate opportunities. Within the school, there is a fully functioning and effective school council.
- Comments and feedback from parents is a welcome part of our school ethos. Parents are invited to Parent Evenings to discuss their child's progress and are invited in if school feel it appropriate to discuss topical issues as they arise. They are encouraged to offer feedback on their child's education at the end of the school year.
- Parents are regularly invited into school for Celebration Worship and to watch child led performances throughout the year. School invite parents to key Christian services at the local parish Church. School work alongside the local Children's Centre to offer Parent/Pupil workshops. School have a very active PTA and as part of the school fundraising calendar, parents are regularly invited into school to help with their events. As a school, we have a highly effective governing body, of which parents are welcome members. Parents are given the opportunity to nominate themselves as a school governor and in cases where there are multiple nominations, a vote is cast.
- Home School Agreements are sent out annually which school, parents and children are required to sign

What help and support is available for the family?

What the school provides

- The Class Teacher or Head Teacher can offer help with forms if this is required.
- School produce a newsletter weekly which contains pertinent information. This is uploaded onto the website and emailed to parents. The website also is updated regularly with information on services that are being offered locally to support parents and children (this is advertised through the weekly newsletter). Hard copies of some of this information is displayed on the school notice board.
- For children with additional needs the SENCO is readily available to meet with parents to support them in accessing information and support agencies. Currently there is a designated time set aside for parents but making an appointment for that time is requested.
- School holds Parent Workshops throughout the year on curriculum such as Phonics but as is required or requested.
- If a pupil required a Travel plan to get their child to and from school this would be dealt with by the class teacher, SENCO and Head Teacher.

Transition to Secondary School

What the school provides

- Pupils have the opportunity to visit their forthcoming Secondary School for taster sessions.
- Staff from the main Secondary schools visit the pupils in school to help ease the transition from Year 6 to Year 7.
- Once a child with SEN approaches Y6, the school automatically begins to take steps to prepare for their transition to high school. This may begin in Y5 and may involve other agencies if necessary. Once a place has been offered for the child at their chosen school, school work closely with the Secondary provision to ensure a smooth transition.

What the school provides

- Aughton St. Michael's C.E. School offers a daily Breakfast Club (7:45 am onwards) and After School club (3:30 – 6:00pm) available to all pupils. There is a charge for this service.
- There are opportunities for pupils to take part in a weekly lunchtime and after school activities, these change throughout the year. If they are organised by an external agency then there may be a charge. The majority of school-led, after-school activities are free.
- Children throughout the school have access to a range of different clubs to ensure there is equality of opportunity. Children themselves sometimes initiate ideas for a club.
- Children entering Reception are assigned a Buddy from Year 6. These Buddies help Reception children during Lunch and break time up until October. This helps ensure a smooth transition for Reception pupils. Children with additional needs may be assigned two Buddies to further aid their transition. Children who are new to the school in other year groups are assigned a class mentor to help them become part of our Christian community.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO Hayley Brennan in the first instance on 01695 423 295 or via email h.brennan@aughton-lancs.sch.uk

They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services