

**SEN and Disability**

**Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Brabin's Endowed

School Number: 06064

**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

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| **School/Academy Name and Address** | **Brabin’s Endowed School, Longridge Road, Chipping, Nr. Preston. PR3 2QD** | | | **Telephone**  **Number** | **01995 61596** |
| **Website**  **Address** | **www.brabins.lancs.sch.uk** |
| **Does the school specialise in meeting the needs of children with a particular type of SEN?** | **No** | **Yes** | **If yes, please give details:** | | |
| **** |  |
| **What age range of pupils does the school cater for?** | **4-11** | | | | |
| **Name and contact details of your school’s SENCO** | **Amy Poulton**  **01995 61596**  **Amyh@brabins.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.

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| **Name of Person/Job Title** | **Amy Poulton**  **Class teacher and SENCo** | | |
| **Contact telephone number** | **01995 61596** | **Email** | **amyh@brabins.lancs.sch.uk** |

# 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.

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| **Please give the URL for the direct link to your school’s Local Offer** | **https://www.lancashire.gov.uk/SEND/** | | |
| **Name** | **Amy Poulton** | Date | **28/02/19** |

**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**  **How accessible is the school environment?**   * **The school was originally built in the 1800’s and has been extended over the years. The newer sections of the building are wheelchair friendly, however, the classrooms are on a slightly higher level than the school reception area. To access the classrooms and hall children either have to ascend three steps or follow the path around the side of the school to the rear entrance.** * **The school is equipped with two disabled toilets large enough to accommodate changing: one in the reception area and the other next to the Keystage 2 toilets.**   **How accessible is information?**   * **School information such as newsletters, policies and procedures can be accessed via the school website** * **Paper copies including different font sizes can be requested from the school office**   **How accessible is provision?**   * **The school has access to height adjustable tables and some specialised equipment such as sloped writing boards, coloured overlays and a variety of writing aids.** * **The school is well-equipped with ICT resources which are regularly used as a learning and teaching tool** |

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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**  What arrangements do you have to identify children with SEN?  At Brabin’s Endowed children are identified as having SEN through a variety of ways including the following:-   * Child performing below age related expectations * Concerns raised by the class teacher * Concerns raised by parents * Liaison with previous nursery/ school settings * Liaison with external agencies * Health diagnosis   What arrangements do you have to assess children with SEN?   * The SENCo has access to a variety of screening and assessment tools which will be used to monitor progress and assess whether support from external agencies needs to be sought * Referrals maybe made to external agencies such as Educational Psychologists, Inclusion teachers, Speech and Language Therapists and Health professionals.   What additional support can be provided in the classroom?   * All work within class is pitched at an appropriate level so that all children are able to access the work according to their specific needs * The use of teacher/ TA support within a small group situation * Access to physical and ICT resources to support learning   What provision do you offer to facilitate access to the curriculum and to develop independent learning?   * The majority of children with SEN at Brabin’s Endowed have mild or specific learning difficulties, so the school has invested in resources, computer/ intervention programmes and staff training to support the children   For those children struggling with English skills such as reading, writing, spelling or phonics, we provide the following support and interventions:-   * Fast Track Phonics * Nessy * Fresh Start programme * Precision teaching * Speech and Language focus intervention * Toe by Toe * Fine motor skills intervention * One to one support   For those children struggling with Maths skills, we offer the following support and interventions:-   * Plus 1 * Power of 2 * One to one support * Group support   We also provide support for those children with visual or auditory memory concerns through the use of activities and games, as well as providing coloured overlays for those children who experience visual stress.  What ongoing support and development is in place for staff supporting children and young people with SEN?   * The SENCo meets with TAs and teachers regularly to discuss those pupils in need of support and the effectiveness of the support children are receiving * TAs are provided with training for the interventions they have been asked to implement * The SENCo and subject leaders work together to find new interventions or developments to better support the children within school * All staff members can discuss any questions, concerns or advice they might need with the SENCo at any point during the school day   What staff specialisms/expertise in SEN and disability do you have?   * Both the SENCo and Headteacher have received additional training in how to support children with Dyslexia   What arrangements are made for reasonable adjustments and support to the child during tests and SATs?  Children who need additional support within test situations may be given the following support, depending upon the specific need:-   * Additional time (application necessary) * An adult to read out the questions * A scribe * Coloured overlays * A sloped writing board * Writing aids (specialised pen or grip) * A relaxation session before the test * Physical resources   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?   * The school’s provision map highlights the individual and group needs of the children within our setting. It shows the progression of support for children receiving differentiated support within class (wave 1), to interventions and one to one support in specific areas of the curriculum (wave 2), to children in need of external support or specialised equipment (wave 3). |

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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**  What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?   * There are currently no children with EHC plans within school   What arrangements are in place for children with other SEN support needs?   * ISPs are reviewed every term with the child, teacher, parent and SENCo. The teacher and SENCo initially discuss the old ISP and possible new targets. This is then shared with the child and parents who also provide their views on progress and the possible new targets, before agreeing upon the next terms targets * Those children who are receiving intervention but are not on the SEN register may have a school support form, dependent on the level of intervention, that will be sent home for parents to sign, so they are kept informed regarding the support their child is receiving   How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?   * By reviewing children’s targets on ISPs and ensuring they are being met * Verbal feedback from the teacher, parent or pupil * The child is making progress academically against national/age related expectations and narrowing the gap between themselves and their peers |

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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**  What handover arrangements will be made at the start and end of the school day?   * Parents can speak to the class teacher at the start of the school day or if they are unavailable, office staff will take information and pass it onto the class teacher. At the end of the school day, the class teacher will talk to parents when necessary. * Home- school communication books can also be used for regular handovers, when necessary   What arrangements will be made to supervise a child during breaks and lunchtimes?   * Children are always supervised by at least one member of staff during lunch and playtimes * The majority of staff are first aid trained and there is always a first aider available throughout lunch and break times   How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)   * All teaching staff and TAs are first aid trained and carry first aid kits when away from the school building. * Risk assessments are carried out on any location outside of the school environment * Any equipment used outside of the classroom will be thoroughly checked and safety information will be provided before their use by the children   Where can parents find details of policies on anti-bullying?   * Parents can find a copy of the anti-bullying policy on the school website or request a paper copy from the school office |

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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**  How do you manage safe keeping and administration of medication?   * The school has a policy regarding the administration and managing of medicines on the school site * Parents need to contact the class teacher or Head teacher if medication is recommended by Health professionals to be taken during the school day * A administration of medicine form must be filled in at the school office   How do you ensure that staff are trained/qualified to deal with a child’s particular needs?   * Staff are trained in both paediatric and general first aid * In the instance that additional medical training is needed to meet a child’s needs, then staff training will be sought   What would the school do in the case of a medical emergency?  Depending upon the severity of the medical incident all or some of the following would occur:-   * An ambulance or doctor would be called * Parents would be contacted and informed of the situation * Staff member would administer first aid   What pastoral, medical and social support is available?   * We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child’s well-being. We have a caring, understanding team looking after our children. * The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents’ first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. |

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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**  How do parents communicate with key staff?   * We offer an open door policy where parents are welcome any time to discuss with the class teacher or SENCo how their child is getting on. * Alternatively parents can arrange an appointment to ensure that enough time is available to answer all questions or concerns   How do you keep parents updated with their child/young person’s progress?   * Parents are invited to two parent- teacher discussions each year. These are usually held in October and February * Parents will receive a written school report towards the end of the academic year * Those children who have an ISP will have targets, which are discussed with parents on a termly basis.   Do you offer Open Days?   * An Open Day is held every year for current and potential parents to see the children’s work and what we offer as a school. The Open Day is usually late September/ early October. * New parents who wish to visit the school can do so by making an appointment with the school office   How can parents give feedback to the school?   * We have an ‘open-door policy’ * Various questionnaires and ‘parent thought leaves’ have been sent to parents in previous academic years asking for feedback on school in general as well as specific areas e.g behaviour and homework * Parents can also phone, email or write a letter to the Head teacher or class teacher to discuss any concerns or pass on positive comments   How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?   * The school website has a section called ‘meet the staff’ where parents can see who each staff member is and what they do within school * Teaching staff also make themselves available and encourage open communication between themselves and parents |

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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**  What opportunities do you offer for children to have their say?   * The school has four student groups who have input in the school in different ways. The school council provides each class with a voice regarding issues they are facing or activities they have enjoyed. The Eco- committee works to preserve our school grounds and promote recycling. The Fairtrade steering group help organise events to promote the use of Fairtrade products. The Tech Team promote online safety within the school. * Subject leaders have pupil voice sessions to allow children to discuss which activities they have enjoyed and which they have not * Children are also able to post comments on the school website regarding activities they have completed in class   What opportunities are there for parents to have their say about their child’s education?   * During the review process of ISPs, parents are able to input their views   What opportunities are there for parents to get involved in the life of the school or become school governors?   * Parents are encouraged to participate in school life and support events. They can become a member of the FOB (Friends of Brabins) who organise a range of events to raise funds for the school * At the end of each term, parents are invited to a whole school assembly * Friday mornings are ‘Partners in Reading’ where parents and family members are asked to come into school to listen to children read * When a place on the Governing body becomes available,parents are informed through the school newsletter   **How are Governors involved and what are their responsibilities?**   * The SENCo reports to the Governors every term to inform them about the progress of children on the SEN register; this report does not refer to individual children and confidentiality is maintained at all times * One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep them all informed. |

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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**  Do you offer help with completing forms and paperwork?   * **If parents require help completing paperwork, they can make an appointment at the school office for the Head teacher or a member of office staff to help them**   What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?   * **The school aims to provide parents with as much information and guidance as they require. To ensure the most suitable member of staff to deal with the query is available, parents are asked to visit the office to explain what information/support they need. An appointment can then be made with the relevant staff member.** |
| **Transition to Secondary School** |
| * What support does the school offer around transition? (e.g. visits to the secondary school, buddying) |
| **What the school provides**  What support does the school offer around transition?   * **The size of secondary schools can be daunting so we take our Year 5 to take part in activities at the local High School so they get used to the difference earlier on** * **Year 6 children have visit days to the feeder secondary schools** * **Those children who are apprehensive about moving on, are linked to a pupil at the secondary school, and given additional visit days.** * **We have links with other local schools so our children can make friends with other children who will be going to the same school e.g the year 5/6 residential trip is with Ribchester School** |

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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**  Do you offer school holiday and/or before and after school childcare?   * The school provides a wraparound before and after school club service from 7:30am until 5:45pm.   What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?   * The school provides a range of both lunchtime and after school clubs. These clubs often change on a term-to-term basis so for an up-to-date list of the clubs available, please visit the school website. * The clubs run by the school are free; giving all children the opportunity to take part * Some after school clubs provided by outside agencies, incur a small cost which the school subsidies. The cost of these sessions vary depending upon the activity   How do you make sure clubs and activities are inclusive?   * Our school clubs are free to allow all children the opportunity to take part * Before the club starts, the member of staff taking the club will check who is attending and whether any adjustments need to be made   How do you help children to make friends?   * Each class has PSHE session where the children discuss relationships and being friends * We have a ‘Buddy bench’ on the playground and well as a few pupils assigned the role of ‘School Buddy’. If a child does not have anyone to play with, they can sit on the bench and other children will then come and ask them to play with them * We follow our school rules to respect each other |