



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Brabin's Endowed

School Number: 06064

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?	2-11			
Name and contact details of your school's SENCO	Amy Hamer 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.

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

Please give the URL for the direct link to your school's Local Offer	https://www.lancashire.gov.uk/SEND/		
Name	Amy Hamer	Date	24/09/25

Accessibility and Inclusion

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- entering the building through the Pre-School door. This route is a clear paved and wheelchair accessible. All accessible entrance doorways are wide. All corridors are wide and free from unnecessary furniture to provide clear access around the building.
- The school is equipped with two disabled toilets large enough to accommodate changing: one in the reception area and the other next to the Key stage 2 toilets/ Pre-School 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
- We use a parent communication app (Class Dojo), a texting service and 'Parent Pay' to provide additional information to parents as well as through social media.

How accessible is provision?

- Resources for children are labelled with pictures and words where appropriate. Resources are stored so that they are easily accessible for pupils. Furniture is at an appropriate height for pupils throughout school.
- The school is well-equipped with ICT resources which are regularly used as a learning and teaching tool including: Boardmaker communication systems, talking tins, IPODs, IPADs and Laptops.
- The school has access to some specialised equipment such as sloped writing boards, coloured overlays and a variety of writing aids.
- We access support and advice from the Local Authority SEND team and the EAL team, as needed.

Teaching and Learning

What the school provides:

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

The SENCo, Miss Hamer, holds the NASENCo Award and is part of the Senior Leadership team, working to support staff to support children with SEND and coordinate support from external agencies and the SENDO. Miss Hamer also works within the school's safeguarding team and attends meetings supporting families, as needed.

What arrangements do you have to assess children with SEN?

Assessments for children with SEN follow the same principles as assessments for all pupils, with regular opportunities for teachers to observe and feedback to pupils'.

- All pupils with identified SEND needs have an ISP (Individual Support Plan) with SMART targets, which are updated termly.
- Standardised tests
- The SENCo has access to additional screening and assessment tools which will be used to monitor progress and assess whether support from external agencies needs to be sought
- Referrals may be made to external agencies such as Paediatricians, Educational Psychologists, Inclusion teachers, Speech and Language Therapists and Health professionals, where appropriate.

What additional support can be provided in the classroom?

- Each class teacher works in a team with at least one TA to meet the needs of all the pupils, including those with SEND within that class.
- All learning within classrooms is pitched at an appropriate level so that all children are able to access the work according to their specific needs
- The use of targeted small group work sessions with teacher/ TA support
- Access to physical and ICT resources to support learning

What ongoing support and development is in place for staff supporting children and young people with SEN?

- All staff training and development is focused around meeting the needs of our pupils. Regular training is undertaken and monitoring of provision or intervention is also rigorous to ensure staff are confident and competent to support pupils as identified through our provision mapping.
- 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

What staff specialisms/expertise in SEN and disability do you have?

- Whole School provision mapping is updated termly. Teaching assistants with specific skills are deployed across school to support specific needs, for example with fine motor difficulties.
- One teaching assistant has completed an official accredited course on speech, language and communication.
- A second teaching assistant has completed an accredited course in drawing and talking therapy and is currently completing ELSA training.

What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

Schools are given full guidance from the DfE regarding the type of support available and we ensure that we utilise the full range of strategies open to us. 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
- Scheduled breaks
- A sloped writing board

- Writing aids (specialised pen or grip)
- A relaxation session before the test
- Physical resources

Reviewing and Evaluating Outcomes

What the school provides

What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?

- There are currently 3 pupils with EHC plans within school
- All pupils with EHC's are entitled to regular reviews- either annually or every 6 months dependent on age
- School ensure they follow LCC procedures in terms of the review process

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 plan, 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. Interventions in place are also shared with parents during Parents' Evening.

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
- Attainment and progress is tracked termly through pupil progress meetings and recorded and monitored through the pupils one page profile

Keeping Children Safe

What the school provides

- The school has a range of standard risk assessments based on Lancashire Local Authority models.
- Specific and tailored risk assessments based on a particular child's needs may be implanted, if necessary.

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

- Where it has been identified that a child requires a specific routine for arriving and leaving school, then this is discussed, agreed and documented. For example, arrangements can be made for a named TA or key worker to be available at the start and end of the day to hand a child over or receive a child from their parent/carer. This can enable important information to be communicated and allow a child to settle into the school day.

What arrangements will be made to supervise a child during breaks and lunchtimes?

- Children are always supervised by members of staff during lunch and playtimes
- The vast 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

Health (including Emotional Health and Wellbeing)

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 school office, class teacher or Head Teacher if medication is recommended by health professionals to be taken during the school day
- An 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 either paediatric or 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.
- The SENCo is also trained in children's mental health and is the Senior Mental Health Lead in School
- We complete regular training with whole school staff involving mental health, child trauma, ACE's and strategies to support wellbeing
- The SENCo has completed training with CAMHs to ensure our pupils access the appropriate support as needed and we work closely with outside agencies such as CAMHs, school nurse, CFWS and counsellors.

Communication with Parents

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
- Pupils with a 1:1 support staff will be available at the end of the school day to handover to parents/carers

What systems are used to communicate with parents?

These systems are always agreed with the parent and can include daily home-school diaries, weekly telephone conversations/texts, emails, newsletters, letters, parent pay, see saw, school website, school facebook page and/or regular meetings.

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.
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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 held in October.
- New parents who wish to visit the school can do so by making an appointment with the school office
- New Reception pupils are offered a series of induction days in the Summer term before an Autumn start. Parents are also welcome to attend an induction session in the Summer term led by the Headteacher

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’ as well as a photographs of all staff members in the entrance to the building 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

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 Tech Team promote online safety within the school. The Brabin’s Worship group plan and deliver short worships to younger pupils in the setting.
- 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
- Parent Questionnaires
- Open Door policy

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
- When a place on the Governing body becomes available, parents are

informed through the school newsletter

- Various opportunities for families to be involved in their child's learning: class showcases, workshops as well as music and theatre productions.

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. This currently Mrs Judith Case.

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**
- **Additional communication with the SENCo of the high school, if required**

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 subsidises. The cost of these sessions vary depending upon the activity

How do you make sure clubs and activities are inclusive?

- Our Teacher led 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
- Reward systems in place e.g Brabin's Kindness Badge