



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Garstang Community Primary School**

School Number: **02049**

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.SENReforms@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	Garstang Community Primary School Oak Road Garstang PR3 1HT		Telephone Number	01995 603622
			Website Address	https://garstangcommunityprimary.co.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	4-11			
Name and contact details	Vanessa Murphy 01995 603622			

of your school's SENCO	
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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	Vanessa Murphy SENCO		
Contact telephone number	01995 603622	Email	senco@garstang.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.

Please give the URL for the direct link to your school's Local Offer	https://garstangcommunityprimary.co.uk/send/		
Name	Vanessa Murphy	Date	19.01.2022

Please return the completed form by email to:
IDSS.SENDEforms@lancashire.gov.uk

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:

The school is a split level site with two staircases. Lower classrooms have doors out to the playground, two of which are accessible by wheelchair. Access to the further five classrooms is through the main entrance, which is serviced by a ramp. The car park has a disabled parking space, and a dropped kerb from the car park to main entrance. A disabled toilet and shower are located at the front of school.

Information about the school is available on the school website, in the school foyer and in noticeboards at both entrances to the school grounds.

Furniture is modern and suitably height appropriate to the age of children being taught in that classroom. Resources around the classroom are easily accessible and labelled appropriately for the age of the children within the classroom.

The school has a range of ICT programmes for use on a class set of laptops and Ipads and each classroom has an interactive whiteboard.

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

The school believes that early identification of Special Needs is vital, and has good links with all its feeder early years settings and local Children's Centre.

Class teachers meet with parents early during induction, where any issues parents have can be raised. If class teachers have any concerns over children in their care, they discuss this with parents at the earliest opportunity. This enables an honest and frank discussion about the support that can be given both at school and home. The SENCO is also informed and the child is monitored in line with existing school practices.

School will buy into a specialist teacher as and when needed. Support is provided for children with an EHCP within the school, and for children over whom we have concerns. The specialist teacher has a battery of diagnostic tests she can perform, to pinpoint difficulties and plan ways to support. We are also able to access the services of IDSS, provided by the county.

Each class is supported by a teaching assistant every morning. This support is used in a variety of ways, to ensure the progress of all groups of children.

Staff training is updated regularly. The majority of staff are first aid trained, and several have paediatric first aid certificates. The school nurses update staff on issues such as Asthma. Staff are targeted to attend courses that will support the school's work with SEN children, either through planned interventions, or in class support.

During examination times, children with SEN are well supported to do their very best. This may be by applying for additional time, providing rest breaks, small group settings and prompts or readers. Each case is individual to the child.

The SEN provision map details support given in class and to individual SEN children. The use of the Lancashire Tracker ensures that children receiving interventions are monitored as a separate group. School also use their own PIVATS tracking tool to identify progress.

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

Annual reviews for children with an EHCP are held six monthly in Reception, and annually thereafter. All those who work with the child are asked for their contribution, including the parents and the child themselves. Written contributions are shared before the meeting, and outcomes of the meeting are reported to County and all those who contributed.

Individual educational plans are reviewed termly or half termly depending on the needs of the child, and targets and progress are shared with parents. School also operate an open door policy for any concerns parents may have.

Provision is assessed at senior leadership and Governor level. Senior leadership and Governors monitor the progress of children with SEN and regularly review provision. A governor with responsibility for SEN has been appointed, and meets with the SENCO termly.

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 is in charge of writing and reviewing risk assessments, with the support of the site supervisor, subject leaders and class teachers. These are reviewed annually. A recent Health and Safety audit praised the detail and relevance of the risk assessments. In Foundation Stage and KS1, children are only released at the end of the day to named adults, If a handover is required later on in the school, this is arranged.

A disabled parking space is available if required. Parents are reminded frequently about safe parking around school.

Adequate supervision is available on the playground at breaks and lunchtimes. If a child requires additional supervision on the playground, this is made available. Adequate support is made available for PE lessons where required. We ensure that we meet and usually exceed stated adult: child ratios on trips outside of school, whether this be a walk to the post box, or a coach trip to a museum. Polices are available by request and are in the process of being made available on line.

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

Only prescribed medicine is administered in school, and only when there is no alternative (e.g. medicine that needs to be given at a specific time). Parents fill in a proforma, stating the name of the medicine, dosage to be given, time of administration. The medicine is usually administered by the Headteacher, or a member of the SLT. A record of time given and dosage is signed by the administering member of staff.

Care plans are drawn up within school, with the input of parents and the school nurse. These are shared with class teachers. A picture book of children with specific medical needs is kept in the first aid room, and all staff are aware of this.

The majority of staff are first aid trained and are fully aware of what to do in the event of an emergency.

The school nurse is regular contact with the school and gives specific training where necessary – e.g. epipen training for anaphylaxis.

School have a service level agreement with Trinity hospice to support children affected by grief and loss. This also gives us the option of accessing group sessions for issues such as building resilience, or dealing with anger.

The school nurses are in regular visitors and parents can contact them whenever needed.

School makes use of the local children's centre and signposts parents and carers to this service. Support from the children's centre can be brought into school.

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 school website and prospectus contains details of staff working in school. There is a photo board in the foyer to put names to faces. Early in the Autumn term, parents are invited to an information evening in their child’s classroom, so that they can meet staff and find out about the curriculum. Two parents’ evenings are held each year and a written report is provided annually. In addition to this, parents are fully aware of the school’s open door policy, and appointments can be made if there are concerns. The Headteacher or Deputy Head is present on the playground every morning for parents to chat to.

Parental feedback is welcomed, and most newsletters contain a feedback form on specific topics. Parents are also guided towards Ofsted’s Parent View website.

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

The school has a school council, to which members are elected annually. Children are listened to and PHSE lessons allow pupils to talk about issues affecting them. Parents are able to use feedback forms to state their thoughts – recent topics have included homework, care and support and reading. Parents are also invited to share their views at parents’ evenings, IEP meetings and Annual Reviews.

Elections to the Governing Body are invited where a vacancy exists. The Governing Body support the work of the school in dealing with SEN. We currently have 3 parent governor representatives. The PTA invites parents to regular meetings and organise events to help involve families in school life.

The home school agreement is currently being revised, and will be sent out annually. This will state clearly the support a child with SEN and their family will receive in their time at our school.

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

School will offer help to parents and carers with forms. This can be accessed through any member of staff.

School offers a range of support to parents including curriculum evenings, where parents can access information to enable them to support their child in their learning.

The noticeboards at each entrance keep parents up to date with local courses and services, and school signpost parents to services that may help. This may be general support or targeted, e.g. domestic violence. School has access to a database of various services for signposting.

If a travel plan were needed, this would be dealt with by the SENCO/Headteacher in consultation with parents and county.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

Visits to the local secondary school begin in Year 4. There is a programme of visits throughout years 4, 5 and 6 which ensure that the children are ready for the transfer and familiar with the secondary school environment.

In the Summer Term of Year 6, children meet key members of staff from the secondary school, and have a full day visit. Children with additional needs will undertake a programme of further visits tailored to their need. These will be organised with the high school and facilitated by teaching assistants.

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

Discovery Vine provides daily before and after school care, which is available to all at a reasonable cost. Children with additional needs are also welcome, and support can be provided in consultation with the supervisor. The club is open from 7:30 am until 8:50 and 3:20 – 5:45pm.

School also offer a range of free before and after school clubs. These change regularly but include a range of sports, singing, curriculum subjects and art. These clubs are often targeted to specific year groups, but are inclusive to all children in that group.

Children entering Reception are assigned a buddy from Year 6. This child meets and greets the reception child on induction visits, and ensures they are settling well into school when on the playground. They also sit with them in assembly. We teach the children that all children are allowed to play and no child should be excluded. If a child has a particular issue with friends, this is handled sensitively by an appropriate adult. The school have a worry box that children can put their name into, and someone will ensure they speak to that child as soon as possible.