



SEN and Disability Local Offer:

Wray with Botton Endowed Primary School
School Number: 119362

Address: School Lane, Wray, LA2 8QE

Telephone: 015242 21337

Website address: www.wrayendowed-school.co.uk

Age range of pupils: 4-11

Head Teacher: Rachel Norton-Smith

SENCo: Claire Hargreaves

Please address any enquiries to: head@wraybotton.lancs.sch.uk

Accessibility and Inclusion

What the school provides:

Our school dates back to 1684. The School building was restored in 1885 and has been tenderly cared for over the years including many alterations and modernisations. It is in good condition, amply housing around 50 children and the staff. We are located in a spectacular area of the Lune Valley surrounded by the most beautiful countryside.

The building is divided into two levels and each is accessible for wheelchair users via external doors and an access ramp to the upper floor via the KS2 playground. The approach to the KS2 playground is sloped. Internally there are stairs linking the upper and lower floor.

There is a spacious disabled accessible toilet with a changing facility on the lower floor.

There is car parking space on the roadside by the school.

Displays are accessible and clear. Relevant policies and procedures can be found on the school's website (<http://www.wrayendowed-school.co.uk>) and information is sent to parents and carers via a weekly newsletter, emails, text messaging and paper letters home.

Members of staff are trained in Makaton.

Where staff are aware of parents or carers' additional communication needs, extra time is taken to relay messages face to face and provide as much support as possible.

We have available technological aids (eg laptop / iPad/ Kindles) for pupils' use. There are interactive whiteboards installed in each classroom.

All furniture in the school is modern and age/height appropriate for pupils in each class. Resources are stored in such a way that they are accessible for pupils and encourage independence.

Visual timetabling is used to support learners on the autistic spectrum and visual cues are used to enhance communication with children and parents whose first language is not English.

Health and Safety notices (including Fire safety notices) are plentiful and there is emergency lighting in the downstairs corridor.

Teaching and Learning

What the school provides:

Prior to children beginning school, all parents and families are invited to come into school for a personalised visit with the headteacher and SENCo, when appropriate. At this initial meeting there is the opportunity to begin a dialogue between parents and the school about the child's needs. The school always liaises with the early years settings and ensures that transition meetings take place.

There is a structured induction in the months prior to children starting school and this process actively includes other professionals (including the school nurse, SENCo etc.).

In school, all staff are trained to closely monitor the progress of individual learners and report any concerns to the SENCo, who will maintain a documented record. Assessments of all children are undertaken continually and this includes termly tracking of progress. The SENCo works alongside the class teachers and other staff members to specifically monitor and track the progress of individuals who have additional needs. The school makes full use of advice and consultation from external agencies such as speech and language therapists, educational psychologists and the school nurse. We always listen to the concerns and views of the child and his/her parents and carers during the process of identification and assessment.

Within classes, additional support for children with SEND is provided via:

- Carefully differentiated learning including specific programmes for individuals
- adult support
- use of ICT hardware and software when appropriate
- use of learning aids (e.g. overlays, laptops, pencil grips etc.)
- consideration of the child's specific needs re access to facilities and resources within the learning spaces
- consideration of social arrangements within the classes (friendship groups etc.)
- personalised positive behaviour management programmes

External agencies and other professionals provide very good support to many of our SEND learners. We aim to be pro-active regarding seeking additional support and 'champion' the needs of learners. We analyse the children's barriers to learning and seek guidance from others. Staff trained in nurture methods promote positive engagement and work closely with children and their family members. This work is predicated on the belief that it is important to develop children's independence and inter-dependence.

All teachers and teaching assistants attend regular training and recent sessions have focused on speech and language, precision teaching, Makaton, assessment and others relating to the specific care needs of our individual pupils. The school's SENCO and headteacher attend additional training specific to their roles.

All the school's learners will, when appropriate, be required to undertake external assessments (e.g. KS2 SATs). In order to ensure that children with SEND are enabled to access the tests, the school will make specific arrangements within the framework of the

statutory processes. This will include: the use of a reader, amanuensis, application for additional time, pre-assessment preparation, choice of a suitable space etc. It is our goal to ensure that all learners have the opportunity to succeed in external assessments. The decision re whether or not a pupil takes these assessments is the headteacher's.

The school has a very specific and detailed 'provision map' which clearly identifies all the children in school whose additional needs are met by additional provision. This process is reviewed each term alongside our other tracking systems. This is also a working document and is therefore flexible and active.

Reviewing and Evaluating Outcomes

What the school provides:

If any of our pupils have Education, Health and Care Plans (EHC) these are managed in accordance with local authority guidelines. There are half-termly review meetings attended by all involved parties.

There are other children, who are identified on our provision map, but who do not have EHC plans, whose needs are also reviewed and their action plans updated at half-termly reviews and where appropriate external agencies are invited to attend these meetings.

For other children with additional needs the school aims to:

- review the impact of additional support as a result of provision mapping (recording the nature of the intervention, its duration and a measure of progress made. Next steps are also identified.)
- detailed tracking of performance
- staged individual programmes of intervention and support
- use of SMART targets and assessment
- regular formal and informal liaison with parents and carers
- regular formal and informal liaison with other agencies
- pupil progress meetings

Keeping Children Safe

What the school provides:

The school's primary goal is to keep all learners safe and happy. We promote an outward looking and supportive attitude. Children with SEND may be vulnerable in school (in or out of class) and their needs are protected and promoted via dynamic and formal risk assessment and management, including:

- using Personal Evacuation Plans (PEPs) for fire safety and premises evacuation

- focused risk assessment for educational visits including reasonable adjustments, focused staffing
- reasonable adjustments are made to accommodate both short-term and long-term needs of all our pupils, whenever necessary and are kept under review
- lunchtimes and breaktimes are supervised by teaching staff who know pupils well
- use of Care Plans (often multi-agency)
- nurture group support

Relevant staff members all take responsibility for elements of the risk assessment process and risk assessments are always seen as 'dynamic' and therefore able to be changed when necessary.

The school's geographical location presents challenges re access, dropping off and picking up etc. The school will work flexibly and sensitively with families to facilitate ease of access for all learners requiring specific support.

We recognise that children with SEND can be the victims of bullying and our policy can be found on our school's website. Pupils' and parents' views will always be taken seriously and the school will always respond when concerns are raised.

Health (including Emotional Health and Wellbeing)

What the school provides:

In accordance with Lancashire LA guidelines, medicines are only administered to children when a Care Plan is in place or when the headteacher gives specific permission. Medicines are kept in staff areas where they are not accessible to children and children are not normally allowed to self-administer medication.

Exceptions to this are asthma inhalers; usually children are expected to manage asthma inhalers although a number of children may be assisted by staff members.

We do currently have several children with Care Plans. Certain children with Care Plans do administer their own medicine and this is detailed in the plan. This is overseen by staff and the necessary medication is kept safely in an appropriate place.

Care Plans are always 'shared documents' and are generated in partnership with the child, parents, school staff and health professionals. Although pupils with Care Plans usually have one Key Person, due to the relatively small size of our school it is usual for all staff to have knowledge of all of the Care Plans and all are trained to be able to support each pupil in accordance with their plan. Copies of Care Plans are kept in class. A copy is also kept by the SENCo.

The large majority of staff members are first aid trained and will respond to a medical

emergency appropriately. Staffing is organised so that there is always a trained first aider available. Children with a Care Plan may have a named adult who will provide specific medical care and liaise with the family. Specific advice is always sought from parents and/or health professionals re the medical support of individual children.

The school does not have any specialist facilities although the following services may be accessed in school (via other professionals by arrangement):

- occupational therapy
- physiotherapy
- speech and language therapy
- nurture support
- mental health services
- support for the visually impaired
- support for the hearing impaired
- school nursing services

The school seeks to quickly engage support and advice from external professionals whenever a need is identified. In this case the school SENCo and/or headteacher may decide to open a CAF form.

Communication with Parents

What the school provides:

The school's website and prospectus clearly names all members of staff and their role in school. The website also contains a 'contact us' email link giving direct access to the headteacher's inbox.

The school aims to offer parents the opportunity to meet face to face with key staff members via induction meetings, review meetings and transition meetings. The school also offers a 'safe open door policy' enabling parents to meet staff members as soon as is reasonable, where parents would like more time they are able to make an appointment for a 'sit down' meeting. Communication with parents is made via weekly newsletters, text messaging, letters and direct phone calls.

There are 3 Parents' Evenings per year. In addition, questionnaires are used to gain feedback from parents.

The school Governors actively promote inclusion and there is a named governor, Stephanie Evans, who reports to the Governing Body re SEND issues.

Working Together

What the school provides:

All pupils are valued at Wray with Botton Endowed Primary school. We believe that all pupils are important and special; all children are different and we need to accept and celebrate each other's differences. If a child is thought to have a special educational need, with parent's permission, we are able to discuss openly with the child about their barriers to learning and how best we can try to remove or lessen that barrier.

We believe that openness and acceptance helps children to integrate better into school and gain an understanding of themselves and their different way of learning.

All pupils are involved in their own target setting and their progress is discussed with them and their parents/carers. Pupils are consulted and are able to talk about how best they learn. Reports are produced termly for all pupils and parents receive a copy.

Half-termly review meetings are held for identified pupils as well as those with EHC plans and are attended by school staff, parents, pupils and other professionals. At these meetings pupils have the opportunity to express their views; share their achievement; and be involved in the review process. Pupils will usually only attend the first part of the meeting as it is usually not appropriate in the case of our current pupils for them to be in attendance for the entire meeting. All paperwork is shared with parents.

The pupil's targets are monitored and assessed half-termly (with flexibility for more frequent assessment if appropriate) and provision is evaluated.

All pupils complete a "one page profile" where they talk about what they enjoy and feel successful in, what they find helpful in school and how school can best support them.

When and where appropriate home/school diaries are used as a means of communicating and sharing information.

All pupils have an opportunity to become members of the School Council, where they make joint decisions on aspects of school life, have responsibilities and feel part of the decision making within the school community. The school council operate feedback boxes. The body of the school council represents pupils of differing age, gender and ability.

Staff members foster good relationships with all pupils and this ensures that every child in our school has a voice.

As a small school we know our pupils well and time is taken to get to know each pupil, allowing staff to recognise what is normal for each of our children and to notice when something is unusual for them. Similarly school staff endeavour to 'get to know' all parents and carers. Parents are invited into school to share in our weekly celebration assemblies. In addition the school welcomes parents to regular events such as: music performances; sports competitions; productions; maypole dancing; open sessions; and theme days.

The School operates an "Open Door" policy where parents can make an appointment and bring their concerns or questions to the Head teacher, Class Teacher or SENCo about their child.

Arrangements can be made with parents on a one to one basis, so that they can meet more regularly with the class teacher, SENCO or Head teacher if more frequent updates are needed.

What help and support is available for the family?

What the school provides:

Support is available to parents re any aspect of the education, care and health of any child in school. Class teachers, the headteacher and the SENCo are particularly keen to ensure that parents of children with SEND are confident that their needs will be addressed. The school's communication with parents is extensive and we aim to provide current information. The school will assist parents with the completion of forms, writing letters etc. when this supports the family's needs.

Advice and support is shared with parents re access to school and e-safety. Curriculum evenings and specific meetings are organised for groups of parents regularly.

If a parent needs help or support s/he only needs to ask.

Where necessary a taxi service can be arranged for pupils.

Within our school we have a range of expertise and experience, however where there are learning difficulties that we are not qualified to address we are keen to seek expert advice from external agencies. School is able to contact specialist advisers who offer expertise in:

- Sensory impairment
- Communication
- Significant Learning Difficulties
- Emotional, Social, Mental Health and Behavioural Difficulties
- Pupil Counselling

Transition to Secondary School

What the school provides:

Wray Primary School 'feeds' several secondary schools, including QES and Lancaster Grammar Schools.

We have good links with the secondary schools and our pupils are invited to take part in events such as theme days.

Very good professional relationships are in place with these schools and transition is generally well-managed and effective. Transition meetings (and pre-meetings) are always held for families of students with SEND. The school will aim to draw together all personnel / agencies who are associated with the child to ensure that the receiving school is fully aware of the child's needs. During the months leading up to the transition to the receiving school, the views of the child and parents will be central.

The receiving schools invite pupils to attend 'moving up days' in the summer term. We are keen to help pupils with all aspects of their transition including their new journey to school and movement around their new school buildings. Where appropriate members of our staff will accompany pupils on additional visits to assist them with their transition.

Receiving high schools also each send a member of their staff for an initial meeting with our Year 6 pupils.

Extra Curricular Activities

What the school provides:

Before and after school child care is provided in-house see the school office for further detail.

The school provides a very wide range of sporting and cultural opportunities and each one is open to all learners, including those with SEND. The staff responsible for each activity will

actively welcome children with additional needs and will ensure that the activity is accessible by making reasonable adjustments where necessary.

Enrichment activities are extensive and variable but have included: art, poetry, swimming, maypole dancing, crafting, tag rugby, choir, musical instruments, coding, science, visiting experts, athletics, cross-country, eco, football, dance, gym, cricket etc.

Positive relationships and friendships are promoted via:

- a positive and happy school ethos
- effective programme of personal, social and health education
- 1:1 support for new arrivals
- our small school structure supports cross-phase friendships
- circle time
- family support (a pro-active listening ear)
- anti-bullying policy
- broad range of enrichment activities both within and additional to curriculum time
- mixed-age classes promote friendships across year groups
- whole school enrichment days

Feedback

At Wray Primary School we welcome feedback. As detailed above, parents are able to communicate with school staff in a variety of ways including: by email; telephone and face to face.

Parents of children with SEND are invited to attend half-termly review meetings where they can be actively involved in the review process including planning the next steps for their child.

We strive to continually improve so any feedback will be carefully considered and as appropriate will be discussed at staff meetings and parents will be kept informed.