



**Hesketh-with-Beaconsall All Saints
CE Primary School
SEND Local Offer**

November 2024



Hesketh-with Becconsall All Saints Church of England Primary School



Proud to be part of the Learning Together Trust family of schools

School SEND Local Offer November 2024

Name of the Special Educational Needs/Disabilities Coordinator:

Mr. Philip Wright

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1. Accessibility

Access around the school can be restrictive however we will endeavour to make adaptations where possible and work with both the parents and child/children. There is a disabled toilet in the school building. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Provision is accessible for the needs of our current pupils and resources have been purchased/adapted for their specific needs. Some computer programs are used to support access to the curriculum for children with SEND as well as computers and interactive whiteboards installed in every classroom.

2. Teaching and learning

Quality first teaching is in place for all of our children, we have a committed approach to adapting all lessons to meet the needs of different pupils. When a pupil has been identified with Special Educational Needs their work will be adapted by the class teacher and where appropriate they will be identified in the weekly planning for the class to ensure all staff working with the child can help them to access the curriculum more easily. Teaching Assistants may be allocated to work with a child in a small group or 1-1 to support specific needs and scaffolding is used to support children that need additional support to achieve success.

After following the school's graduated approach, if a child has been identified as having a special need, a TLP (Targeted Learning Plan) will be written by the class teacher and shared with parents/carers and the child. Targets will be set according to need. TLPs will be reviewed termly and the child's progress will be monitored by the class teacher and SENDCo. If necessary, specialist equipment may be given to the child e.g. writing slopes, special scissors or pencil grips. We will always consider the advice from specialist external agencies (such as Speech and Language Therapy, Educational Psychology, Specialist Teacher) when planning the curriculum.

3. Reviewing and evaluating outcomes

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Progress will be reviewed formally, through Pupil Progress Reviews, with the Headteacher and every term in reading, writing and mathematics. We hold two parents' evenings per year and every class teacher will write a report near the end of the school year about your child's attainment, progress and achievement. For children with SEND, extra time may be allocated during the meeting or the meeting may be held on another night to allow enough time to discuss SEND related issues. Termly in other year groups e.g. NFER, at the end of each key stage (i.e. at the end of year 2 and year 6), the children will be formally assessed using Standard Assessment Tests (SATs). If your child has a TLP you will be invited to attend a review meeting each term. At that meeting the progress of your child will be discussed and a plan to support your child will be drawn up. Your contributions to this process are invaluable. Your child's class teacher will give you strategies and resources to help you support your child at home. Class teachers and, if appropriate professionals from external agencies, will advise parents on how best to support their child's learning and development at home. Children with an Educational Health Care Plan (EHCP) will have an additional annual review of their needs. Children who are under five and on an EHCP will have reviews of their EHCP every six months. If you have concerns about your child's progress, you should speak to your child's class teacher initially.

4. Keeping children safe

Hesketh-with-Becconsall All Saints Primary School fully recognises the contribution we can make to protect children from harm and to support and promote the welfare of all children who are pupils at our school. Our Child Protection and Safeguarding Policy applies to all stakeholders; this includes pupils, staff, parents, governors, volunteers, placement students and visitors. Our policy gives clear direction to all stakeholders about expectations and our legal and moral responsibility to safeguard and promote the welfare of all children at our school. Hesketh-with-Becconsall All Saints Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. We recognise that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

5. Health (including Emotional Health and Wellbeing)

Parents are responsible for communicating with school any medication a child may need, including dosage and frequency as well as ensuring medicines are kept up to date. Care plans can be created, where necessary, to support the health and wellbeing of children and this information is passed on to the relevant members of staff. All staff are kept up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.

At Hesketh-with-Becconsall All Saints CE Primary School, we have a strong Christian ethos and the school community upholds the Christian values which all children and adults are encouraged to apply to their relationships with others. Our Christian values are: Love, Responsibility, Determination, Honesty, Loyalty, Respect and Friendship.

We work closely with professionals such as Educational Psychologists, CAMHS and we can offer pastoral support within school from Mrs. Odgers. Where we identify an issue with behaviour or attendance, the school is proactive in seeking advice and support from the Local Authority and the appropriate outside agencies as well as members of staff from our Learning Together Trust. All members of staff, volunteers and governors attend safeguarding training. As part of the curriculum, children also receive age-appropriate guidance on keeping safe, including online safety.

6. Communication with parents

School operates an open-door policy and has two parent evenings a year to provide opportunities for parents/carers to discuss the progress of their child. Annually, a parent questionnaire is also provided during parent's evenings for parents/carers to record their views and suggestions. The school uses various award schemes to communicate positive behaviour for our pupils and a weekly newsletter and parentmail keeps parents/carers up to date.

If your child is identified as not making progress, the school will set up a meeting to discuss initial concerns and to listen to any concerns you may have. This identification of provision is identified on the school's graduated response and during this process parents and carers are involved, a decision can be made to move forward or to step back on the graduated response flow chart (See SEND Policy) at any point dependent on the impact of adaptations.

Parents are encouraged to contribute their views with regards to their children through parents meetings. The SENDCo is available should any parents wish to discuss their child's needs and aspirations. We listen carefully to parents being aware that they know their child best and are in an excellent position to offer guidance on their child's needs and how best to support their child.

Parents receive a termly TLP which is reviewed after discussions with both parents and children. Parents views with regards to the progress their child is making are included on TLPs and they are able to contribute towards new targets should they feel these are appropriate. Parents views are also gathered at parent's evenings.

For children with an EHCP, parents are asked to complete advice prior to the annual review and this is then discussed at the review.

7. Working together

We make parents aware that working together in Home Learning activities assists their child's progress. Home Learning develops an effective partnership between the school and parents and other carers in pursuing the aims of our school. It consolidates and reinforces skills and understanding, particularly in Maths and English. Home Learning extends and enriches school learning as well as encouraging pupils as they get older to develop the confidence and self-discipline needed to study on their own. We adapt our home learning activities to suit the needs of all of our children, including any children with SEND.

Our school council, sports leaders and house teams provide opportunities for pupils to contribute their own views. Parents/carers can share their views about their child at parent evenings, annual review meetings, Targeted Learning Plan termly meetings, or via our open-door policy. There is a healthy partnership with our parish church of All Saints and Reverend Dave leads Collective Worship in school each week.

8. What help and support is available for the family?

Parents are encouraged to approach school whenever they are in need of help or support. There are several services which offer support to families of children with SEND. These include : The Lancashire Family Information Service (FIS) which aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice is available via their helpline on: 0800 195 0137 or by email: LancsFIS@lancashire.gov.uk
The SEND Information Advice and Support Service also provides help and guidance for families.

9. Transition to High School

A number of transition activities take place in the run up to pupils leaving at the end of year six. For example, attending open days and learning days, primary and secondary school staff meeting to discuss individual children's strengths and areas for development. Our Year 6 teacher, along with the SENDCo where necessary, meets with the High School regarding individual children's needs. Extra transition days may be arranged with High School for any children that may benefit from this. Over the last three years we have partnered with Heads Up commissioned by TaRDIs through NHS funding to support transition

10. Extra-curricular clubs

A daily, onsite before school and after school club (Play Stop) is available to all pupils, including children with SEND. There are opportunities for pupils to take part in weekly PE sessions, the clubs are available to the pupils in the chosen designated age range which is assigned to that activity. Many events are provided by West Lancashire Schools' Sports Partnership (WLSSP) and we support all of our children in attending and taking part in the Tarleton and Surrounding Area (TASA) sports competitions throughout the year.

11. Where can I find information on where the local authority's local offer is published?

Our Local Offer - The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEND.

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>