



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St. John's Stonefold C of E**

School Number: **14033**

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	St. John's Stonefold CE Primary School		Telephone Number	01706 216706
			Website Address	www.st-johnsstonefold.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:	
	NO			
What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	Mr Stephen Oldfield Mrs Eileen Clemons (temporary) head@st-johnsstonefold.lancs.sch.uk			

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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	Mr Stephen C. Oldfield		
Contact telephone number	01706 216706	Email	head@st-johnsstonefold.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	www.st-johnsstonefold.lancs.sch.uk		
Name	St. John's Stonefold CE Primary School	Date	28.01.15

Please return the completed form by email to:
IDSS.SENDReforms@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 building dates back to 1894 with an extension added in 2002. It has wheelchair access to the front entrance and easy access to the playground. The accommodation is on two floors with no lift to the staffroom. Information about the school is readily available on the school website and on the fortnightly 'Stoney Star' newsletter. We are currently developing a texting service to all parents to keep them further informed of school news and events.

Furniture is of a suitable height appropriate to the age of children being taught. We currently have six additional pop-up tables that seat 12 children each and these are used for lunches as well as intervention classes in the school hall.

The school has an ICT suite capable of accommodating half a class at a time, as well as 16 lap-tops with wireless access that can be used in classrooms. Interactive whiteboards are in each classroom. In the Early Years the board is positioned at low height to allow easy access for the children to touch the screen.

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 ensures that pupils with additional needs are very quickly identified and provides excellent support to help them succeed. As a result, disabled pupils and those who have special educational needs also achieve well, attaining standards above those of similar pupils nationally.’ OFSTED 2013

Early identification of Special Needs is of key importance. Teachers use their professional knowledge and judgement to inform parents of any issues – that is, if a child’s academic or social/behavioural development is a cause for concern – meaning that he/she needs provision other than ordinary differentiation in the classroom. The child would then be placed on the Special Educational Needs register, meaning that an Individual Education Plan (IEP) would be produced and reviewed termly.

At this present time, the Headteacher and Deputy are working as Special Educational Needs Co-ordinator (SENCO) with close support from Mrs Lynne Jones – a governor and experienced former Special Educational Needs teacher. Following the end of probation for our NQTs, one will be taking the National Award as a SENCO – following the departure in the summer of our former SENCO who has moved on to a new post.

Part of the SENCO’s role is to work with teachers to plan the IEP so that targets for each child are Small, Manageable, Achievable, Realistic, and Time-constrained (SMART).

At this present time 10% of the children in school have been identified as having Special Educational Needs.

The progress of children with a learning difficulty is in many cases less rapid than that of the average learner. Therefore PIVATS (Performance indicators for value added target setting) are used in some cases where small, manageable steps in learning are identified and used as a basis for the targets on the IEP. Staff are receiving training updates on the use of PIVATs in the spring term of 2015.

All classes have at least one teaching assistant in place. In some cases the TA ‘s role is to work with an individual child. TAs have access to IEPs for all children in the class in which they work – and are key to recording progress and development, adjusting the IEP where necessary. In the case of children with statements needing behavioural support – school ensures that a SSA (special support assistant) is put into place with the necessary training.

Some children with Special Needs require provision beyond what a carefully planned IEP can support. In this case the school would budget support from The Inclusion and Disability Support Service (IDSS). This can involve initial assessment reports, recommendations for teaching practices and methods, advice for parents and, in some cases, recommendation for support by an Educational Psychologist (EP). In most cases IDSS support will prove adequate without the need for EP intervention.

All staff are first aid trained and three members (EYFS_ and key stage 1 have Paediatric First Aid Training. This is regularly updated. Together with the Headteacher, Mrs Sandra Jackson TA – has responsibility for all medicines and logging of accidents.

Depending on the individual children in school, training is provided and adjusted for all staff. For example, on the entry of a child with speech and language difficulties and deafness, all members received sign language training on INSET. We have also had epipen training when having a child in school with a severe food allergy. Staff are also trained on the writing of IEPs, which we are constantly developing, with help of our SEN governor, Mrs Lynne Jones.

During tests and SATS identified children are provided with support in terms of reading the questions or, in some cases, extended time. They may also be permitted to work in a small room with Teaching Assistant support.

Some children are provided with visual timetables to allow self organisation. Depending on the child's needs, we also adjust to allow quiet areas and comfort objects to be used.

The school's SEN provision map records the type of intervention a pupil receives, along with the duration and any help from external agencies.

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

Parents are invited to attend and contribute to annual reviews – and they receive copies of all paperwork relating to their child. The governors receive, three times a year, monitoring reports on the progress of all children in school, including those with Special Educational Needs. Pupils are also asked to make a contribution to the review. The school operates an open door policy in that any parent of a child with SEN can be guaranteed to see a member of staff that day to discuss any concerns.

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 and Deputy Hedteacher undertake risk assessments as necessary. If required – usually for children with emotional/behavioural issues – a handover to the parent is carried out by the child's SSA (Special Support Assistant) and early or later starting and finishing times are arranged. The limited parking means it is very difficult to provide specific parking, but for early or late arrivals in specific cases it should be much easier for an individual parent. Children at breaks and lunchtimes are supervised by a teaching assistant or special support assistant in addition to welfare staff. Parents will soon be able to access the school's revised anti-bullying policy on the school website but the policy is also available to any parent on request via the school office. When we have children in school with identified violent behaviour, we receive training on safer handling techniques from local specialist support (Michelle Forest of White Ash special school) allowing both staff and children to be safe from harm.

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

All medication given to children must be approved and signed in by the parent via contact with Mr Jackson TA or the Headteacher, giving us access to administer. Medicines are kept in a locked cupboard. Older children can administer their own medicine, if agreed by the parent, under the supervision of Mrs Jackson or the Headteacher. Any care plans are passed on to the child's class teacher and supporting staff. All staff in school are kept up to date with first aid training - including bandaging and spillage of body fluids, placing a child into recovery position and resuscitation - and three working with EYFS and key stage 1 receive Paediatric First Aid training. If any doubts are cast at all about an injury, parents are immediately informed by telephone, especially with large cuts, blows to the head or suspected fractures. A letter is also sent home to parents concerning a 'bumped head' no matter how severe. Parents are advised to take their children to hospital for checks if it is necessary to ring home. In extreme cases school will immediately dial an ambulance if it is judged that any accident or injury may be life threatening. A member of staff will always accompany the child to hospital. Parents with any concerns can speak to the School Nurse, Marie McKenna on 01706 242354

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 provides details of all staff in school and their various roles – as does the school prospectus. School is currently developing a new ‘Who’s who’ display area in the school foyer. All classrooms are labelled with the teacher’s name – and teachers send regular class letters to parents informing them of work, resources and how they can help things run smoothly. We have an open door policy to the extent that parents will usually be able to see the teacher or staff member that day – and immediately in exceptional circumstances or an emergency. We have opening evenings for prospective newcomers to the school each autumn and also to welcome new parents each year in June. Parental questionnaires are sent home annually and the school has an home school agreement to establish a three way relationship between child, teacher and parent.

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 well established School Council with a democratic system of vote. The council have their own budget and run a healthy tuck shop as well as organising charity events such as for Children in Need. Parents have opportunities to discuss their child’s education at Parents’ evenings, twice a year, at informal coffee afternoons prior to sharing assembly and at reviews and IEP reviews should they wish to do so. We currently have two parents as members of the Governing Body. Vacancies which arise are advertised so that all parents have a chance to be involved through the normal election process. The home school agreement is an important contract between children, teachers and parents. One of our governors has specialist

skills in SEN and has given valuable advice to parents about local support groups.

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

The class teacher or Headteacher can provide help with paperwork if necessary. All information can be passed on through meetings with the SENCO. If a pupil required a travel plan to get their child to and from school this would be dealt with by the SENCO if required.

Transition to Secondary School

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

What the school provides

As a feeder school we have strong links with the SEN departments at Haslingden High School, Hollins Technology College, Bacup and Rawtenstall Grammar School and St Christopher's CE, Accrington. If necessary, transition visits can be put into place from year 5 onwards, depending on the needs of the child. Each year, pupils visit their forthcoming secondary school for taster sessions, which can be increased for SEN children or adapted to shorter times and smaller group settings.

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

St John's Stonefold provides accommodation for the SOS (School's Out Stonefold) club run by Puddleducks of Rising Bridge (a local nursery). This provides both breakfast and after school care, with healthy snacks and a range of carefully structured activities in a safe setting.

Local sporting groups such as the S7 soccer academy and Fundatots have used the school, and are continuing to do so – for holiday clubs and activities. The local Brownies also use the school and many of our pupils attend.

The school has an active and thriving choir, involved in wider activities such as the Singing Together project linked to Blackburn Diocese. We have sporting clubs in netball, football, cricket, cross country and Tag Rugby – and Rossendale Leisure Trust provide coaching in all these areas, as well as Before School Breakfast Sports Clubs. Sportschool also provide, at a small cost – Bounce Ball and other exciting before school activities for the children. There are also, at varying times, clubs in recorders, art (for both key stages) drama, guitar and astronomy.

During break times, play leaders from the older junior classes deliver activities for the younger children.

All children with Special Educational Needs, whatever the type – are fully encouraged to attend and join in extra curricular activities at Stonefold.

