



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Parbold Douglas Church Of England Academy

School Number: 08501

## 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.SENDEReforms@lancashire.gov.uk](mailto:IDSS.SENDEReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>Parbold Douglas Church of England Academy</b>		<b>Telephone Number</b>	<b>01257 462007</b>
	<b>Lancaster Lane Parbold Lancashire WN8 7HS</b>		<b>Website Address</b>	<b>www.pda.lancs.sch.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>No</b>			

<b>What age range of pupils does the school cater for?</b>	<b>4 – 11yrs</b>
<b>Name and contact details of your school's SENCO</b>	<b>Anne-Marie Warrington a.warrington@pda.lancs.sch.uk</b>

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.

<b>Name of Person/Job Title</b>	<b>Anne-Marie Warrington SENCO</b>		
<b>Contact telephone number</b>	<b>01257 462007</b>	<b>Email</b>	<b>a.warrington@pda.lancs.sch.uk</b>

## 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.

<b>Please give the URL for the direct link to your school's Local Offer</b>			
<b>Name</b>		<b>Date</b>	

Please return the completed form by email to:  
[IDSS.SENDReforms@lancashire.gov.uk](mailto: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 is built over three levels. The Reception area and KS1 are on one level. KS2 and the Hall are fully accessible by wheelchair using external entrances. Ramps are in place to ensure access to all buildings. There is a disabled parking space available and we have a disabled toilet with space for changing facilities.**
- **Information is provided by regular newsletters which are available in different formats on request from the school office.**
- **Names of staff and governors responsible for safeguarding and staff responsible for First Aid are displayed in the Reception area of the school and are on the website.**
- **All policies are available from the office on request and some are available on the website.**
- **Teaching resources are adapted ie: are made more visual or presented differently for those children who require this. Specialised equipment can be provided as and when needed. The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, laptops, computers and interactive whiteboards are installed in every classroom.**

- **The auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays.**

## **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**

- **Children will be identified as having additional needs by class teachers, SENCO and SLT who carry out regular testing and closely track progress of each child. In addition parents who have a concern can make an appointment with the SENCO and discuss any difficulties they feel their child has. A Dyslexia Screener is carried out on those children who are identified as needing further investigation. Diagnostic tests are available and carried out as the need arises. Parents are closely involved throughout the whole process and are encouraged to be partners in ensuring their child has all their needs met. New children are assessed soon after joining us to identify any gaps and then monitored carefully to ensure successful transition. Parents are closely involved in this process.**
- **Additional support may take the form of focussed learning sessions timetabled into the week or additional resources or strategies being employed. The help of external agencies is secured for more expertise help.**
- **The school has an experienced team of Teaching Assistant's who have a range of expertise in areas such as Autism, Dyslexia and Speech and Language.**
- **Continuing Professional Development of all staff is a high priority and staff have regular Inset Training on the latest research and the most**

**effective methods of intervention. Staff are sent on courses to gain more expertise in specific areas of SEN as the need arises.**

### **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**

- **Once children are identified as requiring support, parents, class teacher and SENCO work closely, together with the child, to decide on an appropriate individual education plan. Termly meetings are then held with parents and child to make sure progress is reviewed and maintained. Individual targets are set and children are assessed regularly to ascertain impact of interventions. Meetings take place at a time convenient for parents and every effort is made to ensure that they and their child are able to attend.**
- **Children who have a statement or EHC Plan have an Annual Review in place of one of the termly reviews at which advices are gathered from any external support agencies and all those attending. Pupils are always encouraged to participate in their reviews.**
- **The impact of interventions is measured at regular intervals by provision monitored closely by the Headteacher, SENCO and SLT.**

### **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, SENCO and/or SLT carries out Risk Assessments where necessary and a copy is kept in the office.**
- **If required a handover is carried out by the TA or class teacher to the appropriate parent/carer. There is a parking area in the school which may be designated for pick up and drop off points, if required.**
- **If required an additional adult will support children at lunchtimes and playtimes.**
- **All classes have additional adult support. Pupils with EHCP have the support of a TA in class.**
- **All school trips are risk assessed on EVOLVE forms, checked by the EVC and Headteacher. A briefing takes place delivered by group leaders/responsible staff prior to the visit.**
- **Parents can access the Anti-Bullying Policy on the website.**

### **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**

- **A Health Care Plan is drawn up in conjunction between the parents, child and medical professional. The school nurse is involved in the process and a meeting is called in school when the plan is agreed and signed by responsible staff. The Headteacher or SENCO agrees all care plans.**
- **All medication is kept safe in a place away from pupils and administered following the policy which is kept on website.**
- **Care Plans are held centrally by the SENCO and the School Office. They are reviewed by the School Nurse at least annually or if circumstances change.**
- **For the safety of all the community, students are not allowed to carry medicines in school [except for inhalers].**
- **Regular training of staff takes place to deal with any child's particular needs.**

- **In the case of a medical emergency staff are instructed to contact a first aider who will make an assessment and call a paramedic ambulance if required.**
- **Health Professionals attend to children on site with permission of parents and by making appointments. The school nurse visits regularly .**



## 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 brochure have the names and roles of all members of staff.**
- **Parents have access to all members of staff either by making an appointment through the school office. Parents are welcome to call in after school for a quick word with a member of staff or to make an appointment with them.**
- **Parents are able to have an update on progress by making an appointment with the class teacher. There are two Parent Evenings a year in addition to a Curriculum Evening.**
- **The school holds Open Days.**
- **There is a high priority set on involving parents in their child’s education and in the life of the school. Time is given to listen to parental views, share information and to make plans together.**

## 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

- **Each class has a member on the school council who meet regularly to contribute their views and make decisions about and organise fund raising.**
- **The school council is involved in visits eg: local community events.**
- **Parents are regularly asked for feedback on various aspects of school.**

- **Parents are invited to become members of the School Governing Body for a set number of years. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions and can be elected on to it.**
- **Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.**
- **The school has an active Buddy system, enabling older students to support and mentor younger children in Reception.**
- **Years 5 and 6 are trained Play Leaders.**
- **Students are regularly asked for feedback about school, their learning and wellbeing.**
- **There is a governor linked with SEN who reports back to full Governing Body. Termly SEN Reports ensure there is a regular, comprehensive review of provision and its impact.**
- **Home/School agreement is signed each year and explicitly supports safety and safeguarding for all.**

### **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:**

- **Guidance, advice and information regarding any additional needs is given by the SENCO and help with forms and paperwork is available on request. There are termly meetings with the SENCO but parents can also make an appointment at any other time throughout the term.**
- **Help with travel plans can be accessed through the office.**

## Transition to Secondary School

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

### What the school provides:

- **Meetings are arranged each year with the SENCO of the High School and the parents and child. Transition arrangements are then made, which usually involve extra visits accompanied by a TA if necessary.**
- **A transition Programme is carried out in the summer term as part of the curriculum either on a 1-1 or in a small group.**

## 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:

- **There is a school holiday club and a before and after school club "Duggies" which starts at 7.45 am and finishes at 6pm.**
- **Lunchtime clubs and activities take place which are free to the children.**
- **After school clubs take place which are generally free to the children.**
- **Parents are required to pay for individual music tuition, sports partnership after school clubs and Spanish club.**
- **Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.**
- **The two Residential visits a year are inclusive which include, a weekend for Y5 and a week for Y6.**
- **After school clubs and activities take place some of which are paid for.**
- **Social skills are taught as part of the PHSE curriculum and when necessary in small groups and on a 1-1. As part of this children are helped to have good friendship skills.**