



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Whittle-Le-Woods CE Primary

School Number: 09055

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.

School/Academy Name and Address	Whittle-le-woods CE Primary School, Preston Rd, Whittle-le-woods, Chorley, PR67PS		Telephone Number	01257 262732
			Website Address	http://www.whittle-le-woods.lancsngfl.ac.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: We currently have an inclusion team with staff expertise in supporting children with Moderate Learning Difficulties, Hearing Impairments and Sign-supported English, Autistic Spectrum Condition and the Specific Learning Difficulties – dyslexia and dyspraxia.	
		YES		
What age range of pupils does the school cater for?	4 – 11 years			
Name and contact details of your school's SENCO	Mrs. Lindsey Bidder			

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	Mrs. Lindsey Bidder (SENCO)		
Contact telephone number	01257 262732	Email	l.bidder@whittle-le-woods.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	http://www.whittle-le-woods.lancsngfl.ac.uk/index.php?category_id=116		
Name	Lindsey Bidder	Date	27/2/2020

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 is on a split-level with indoor access via stairs joining the KS1 and KS2 areas. A ramp to the reception provides access to the KS2 building. The upper playground slopes down to the lower school providing access to the KS1 building. The lower playground is accessed via steps, supervised by a member of staff, or a ramp accessed through the foundation classes. There is on-site parking as well as a car park across a side road from the school. A large, fully accessible toilet can be

found near to the entrance to the KS1 building. All classes have been fitted with noise-reduction blinds, carpeted areas and noiseless fans where required.

- Information is currently available to parents via a regularly updated noticeboard located on the wall near to the main reception entrance, paper and on-line newsletters and regular facebook updates on our dedicated school page. Knowledge of parents needs regarding information needing to be presented in a different format/size/language is shared discretely and appropriate action taken to address this. Information can also be accessed on the school website and requests made for paper copies if necessary.
- Provision across the school is aimed at increasing independence for all children. For children with special educational needs this is done using Communication in Print (a pictorial representation of written instructions/signs etc), colour-coded/symbol prompt cards etc and signing where appropriate, enabling children to access the curriculum using other modes of communication. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- The school currently has adapted keyboards with large keys and an FM sound field system in one of the classrooms. The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, laptops, computers and interactive whiteboards installed in every classroom.

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 :

- Each class does whole class termly assessments in reading, writing and maths. At foundation stage and through KS1 ongoing assessments of phonics skills and decoding for reading are made. Data from these assessments is then discussed with each class teacher in termly progress meetings and children falling behind or experiencing difficulties are identified and information is shared with the SENCO. An open door policy and parent evenings are also used as an opportunity to discuss any parental concerns, which are then also shared with the SENCO. The SENCO carries out individual assessments with children, for example The Sandwell Numeracy test, to identify specific targets for children to work on. Other assessments to identify

additional needs are carried out throughout the year, for example The GL assessment dyslexia screener. Intervention program start and end assessments take place for the Indirect Dyslexia Learning program, the Speed Up! Kinaesthetic Handwriting program, the Phonics Booster program and the Move 4 Words program. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

- Every class has a designated TA across most mornings and some afternoons at KS1 to provide additional support or to allow the class teacher to work with children who need this. We also have an inclusion team of TA's who are also able to offer support to individual children who have been identified as needing some additional 1:1 input within class or to work on individual IEP targets for short sessions out of class.
- Within the inclusion team we have TA's who have had specialist experience and training in working with children with Hearing Impairments, Moderate Learning Difficulties, Autistic Spectrum Condition, Specific Learning Difficulties, Sensory Integration Difficulties and Speech, Language and Communication Needs. They are able to provide support within class, create resources to enable access to the curriculum and work with class teachers to develop strategies to enable pupils to work more independently. The inclusion team run specific intervention programs and are advised by external agencies, such as the Educational Psychology service, Shine Occupational Therapy Service, an Autistic Spectrum Condition specialist, Teacher of the Deaf and Deaf Role Model to facilitate access to the curriculum for all children.
- Staff are updated on SEN course content attended by the SENCO and others through staff meetings and e-mail updates. At least one INSET per year is devoted to SEN provision and current class needs are identified and matched to training needs, which are then put into place, either through twilight training modules eg. the DFE 5 areas of SEN training modules or via attending relevant courses.
- The SENCO has received training in dyspraxia awareness, foundation British Sign Language and to run a specialist dyslexia intervention. The SENCO is currently seeking funding to do the National SENCO Award. The inclusion staff are all ELKLAN trained and have built up a wealth of knowledge, experience and training in their particular area of need – Nurture, MLD, ASC. All staff have received training in sensory integration and this is an integral part of what we can offer to any child with sensory needs in how they learn.
- Working together as an inclusion team under the leadership of the SENCO offers ongoing support and opportunities to identify development needs through regular half termly meetings and twilight sessions to look at individual practice and the role of inclusion within the school.
- A child with ASC was able to take the SAT's tests with opportunities for breaks built into the test period and a quiet room made available for the individual to take the test in. For other children with SpLD's we seek the advice of an Educational Psychologist to assess their needs and provide us with the evidence required to make reasonable adjustments and allow additional time for the tests to be taken.
- The SENCO maintains a comprehensive provision map, which is updated termly. This outlines the great variety of individual provision and group intervention which takes place across the school. The provision map can be filtered to show the provision made for an individual child, year group, type of need or intervention type. This information is invaluable in evidencing how school utilises and allocates its' resources to best meet the range of needs across the school.

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 :

- We currently plan yearly review meetings for any child with a statement of Special Educational Need and endeavour to ensure that all relevant professionals are able to attend these meetings committing to the 'say it once' approach for parents. We also arrange interim meetings where necessary. For example, for children experiencing previously unidentified difficulties, changes to their circumstances, transitions to next classes/key stage or where parents have requested an interim meeting. Children with statements of SEN are invited to attend part of the meeting and to reflect on their own progress by completing a short review with their TA, which can be shared at the meeting.
- Children on the school's SEN register, usually have an Individual Education Plan in place. These are termly plans setting short, measurable, achievable, realistic and timely targets for individual pupils and are shared with the child and their parents at the beginning of each term. Parents are invited to come into school to discuss their child's IEP at a time to suit them and their comments are noted on the IEP both at the start of a new IEP and when the outcomes of that IEP are being evaluated at the end of the term. Children with an IEP are invited to review their progress at the end of each term, through discussion with the class TA or teacher. This is then noted on the IEP, either through a smiley face system at Key Stage 1 or a numbered 1-10 system at Key Stage 2 to reflect how well they feel they have achieved their targets. The SENCO keeps a paperless file of IEP's, whilst each class teacher keeps an SEN file of IEP's within class to be used as a working document for all who work with that class to be able to access. Parents have the opportunity to discuss any concerns about their child with the headteacher and their class teacher at parents evenings, of which there are 2 per year or can make an appointment to come into school at any time in between. Any concerns are passed onto and followed up by the SENCO.
- The SENCO plans a cycle of lesson observations, workshop observations and key stage walkabouts each year to monitor the provision being made for children with SEN/D at the school. Responses to staff and pupil questionnaires, either formally or informally, are also collated to gain an insight into the success and effectiveness of the interventions/workshops taking place. TA's running interventions, keep plans for and records of each intervention they run, highlighting progress being made towards the groups targets. These are shared with the relevant class teacher regularly. Teachers and class TA's use the class SEN folders as working documents to note down any significant successes or progress made towards individual targets. The SENCO uses termly school assessment data to highlight children on the SEN register and compare progress made to that made nationally by children with SEN. This termly assessment data, combined with information from class progress meetings is then matched up against filtered groups from the provision map to evaluate the effectiveness of the provision made for children with SEN/D.

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 :

- Risk assessments are carried out by the Headteacher where necessary.
- Where children need additional support to come into/leave school at the beginning and end of each school day, a member of staff linked to that child will provide a short meet and greet in the morning to settle the child into school and will see the child out to their parents/other after-school care at the end of each day. Where a child needs more time to settle into their school day, maybe due to anxiety or other social and emotional needs, they will be offered an extended meet and greet time at the beginning of the day and time for reflection on their day at the end of the afternoon session. This will be with a named member of staff and will also provide opportunities for information to be shared with the child's parents, either verbally or through the use of a home-school diary. The school also offers three Nurture sessions per week providing children experiencing difficulties an opportunity to talk in an informal setting and share a simple meal in a social situation.
- Parents are able to use a small car park adjacent to the school to pick-up and drop-off children. Minibuses transporting children to school are able to use an adjacent driveway where children can be supervised into the school grounds or met from the minibus if necessary by a named member of staff.
- In addition to the welfare staff who supervise the children during their lunch break, our inclusion team also cover a lunchtime supervision on a rota, providing a named person for children with SEN to go to each day if they are experiencing any difficulties during this time. Break times are supervised by 2 members of staff, with a qualified first aider on call. All exit points are locked during breaks, lunch times and any lessons making use of the school's outdoor environment. School trips and staff : pupil ratios are planned for in accordance with LEA guidelines. Children with SEN who would normally have a designated TA to support them for some of their time in school, would also be supported by this TA on a school trip. We also offer half-termly small group visits for children on the SEN register, providing opportunities to extend our sensory integration provision, by exploring places of interest and developing skills in real-life contexts eg. catching a bus.
- Parents can access the Anti-Bullying Policy on the school website.

- 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 medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child.
- Where a child's needs require a care plan to be in place, the SENCO and class teacher would meet with the parents to discuss this and a care plan would be drawn up. In some instances, it may be sufficient for parents to write their own care plan and send this into school eg. detailing asthma/hayfever/allergies and the appropriate response. Care plans are displayed on a board in the staffroom and passed on to the relevant Class Teacher and TA with a master copy kept in the SEN records.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Defibrillator and Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- The school has good links with Shine Therapy who can offer on-site assessment and advice for children in occupational therapy and sensory integration. We also have a link speech and language therapist who comes in regularly to work with children needing this service. Yearly link meetings with the school nurse are then backed up with on-call advice and support on a variety of needs, alongside their services regular health checks eg. height, weight, eyesight etc. which take place in 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 website contains details of all staff currently employed by the school and letters are sent out to parents towards the end of each academic year notifying them of any changes to staffing/class responsibilities.
- Where possible an open door policy is maintained to enable parents to communicate concerns/issues with a child's class teacher, the SENCO or headteacher, but parents are encouraged to make appointments to do this when it is expected that a longer period of time will be required than is available at the beginning or end of a school day.
- Parents are invited to come into school termly to discuss their child's progress at a

time to suit them and their comments are noted on their child's IEP both at the start of a new IEP and when the outcomes of that IEP are being evaluated at the end of the term. Parents also have the opportunity to discuss their child's progress with the headteacher and their class teacher at parents evenings, of which there are 2 per year or can make an appointment to come into school at any time in between.

- There are frequent opportunities for prospective parents to visit and be shown around school by the headteacher. Prospective parents are encouraged to join our facebook page where they will be alerted to school events they may like to attend eg. school fair, family services in church etc. The inclusion team hold a yearly celebration event aimed at providing parents with information about the kind of intervention and provision we offer here at Whittle-le-woods and enabling the children taking part in these interventions to showcase what they have been doing/learning.
- Parents comments are noted on their child's Individual Education Plan both at the start of a new IEP and when the outcomes of that IEP and their child's progress are being evaluated at the end of the term. The headteacher also sends out an annual parental questionnaire aimed at finding more out about individual children's interests, any skills/knowledge parents can offer/share with the school and providing an opportunity to feed back how they feel the school is meeting their child's needs.

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 :

- There is School Council, a School Eco-Team and an ethos committee for pupils to contribute their own views. Any pupil can be elected to represent their class in one of these groups making it representative of all pupils across the school. The headteacher carries out regular walkthroughs and pupil interviews enabling children to have their say about what happens in school. The SENCO uses pupil interviews to gain pupil's perspectives about the intervention groups/workshops they take part in.
- Parents can contribute their views about their child's education at Parent Evenings, Annual Reviews, IEP reviews and via the annual parental questionnaire.
- Parents are encouraged and invited to join the school's PTFA. Where parents can spare the time, they are invited to come into school on a regular basis to work with small groups or individuals eg. listening to readers, doing a cooking activity or giving a talk about a specialist subject they have particular knowledge/experience in. Parent elections to the Governing Body are held in the event a vacancy arises.
- The SENCO and SEN governor meet termly to discuss all aspects of inclusion at the school and to look at data and assessments detailing progress made by particular groups compared to National data. The SEN governor has a keen interest in and history of working with young adults with SEN/D and is able to offer suggestions to add to the school's inclusion provision and share contacts to outside agencies that may be able to support SEN provision.

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, SENCO or Head Teacher can offer help with forms if this is required. This can be done in school where parents need help in completing forms or by e-mail if parents just need someone to look over a form they have already completed themselves, but would like a second opinion.
- Information is currently available to parents via a regularly updated noticeboard located on the wall near to the main reception entrance, paper and on-line newsletters and regular facebook updates on our dedicated school page. These updates can be about upcoming events or general useful information eg. drop-in centres etc. Updates are provided by the headteacher, SENCO and class teachers. Information can also be accessed on the school website and requests made for paper copies if necessary.
- If a pupil required a Travel plan to get their child to and from school this would be dealt with by the SENCO and Head Teacher, with the involvement of the LEA, if required. Whole school initiatives, like 'The Walking Bus' encourage children to walk to school where this is possible.

Transition to Secondary School

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

What the school provides :

- Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7. The SENCO meets with the SENCO's at respective Secondary Schools to discuss individual children's Special Educational or Additional Needs, provision through Primary School and progress made. If required, the SENCO can accompany children with AEN or SEN/D on a second taster session to further familiarise them with the Secondary setting and the SEN provision at that school. If it is anticipated that a child will transfer to special school at secondary transition, then a series of in-reach sessions at the special school will be planned to ensure a more gradual and smooth transition to this setting. We have very good links with Astley Park School and have made use of their excellent and personalised APPLES in-reach programme to aid the successful transition of several pupils from Whitle-le-woods CE Primary School.

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 :

- Whittle-le-woods operates a daily Breakfast Club and After School club available to all pupils, alongside several local childcare providers who also offer this incorporating a pick-up and drop-off service. Details of these are provided in the school's welcome pack, which is given to any child starting at the school.
- There are opportunities for pupils to take part in Music lessons eg. recorder provided in-house and guitar, keyboard, brass and violin provided by external teachers and requiring payment. We regularly have registered companies who come into school to provide before and after school activities at a cost eg. Mad Science, Dancetastic, Football Academies etc. In addition, pupils can take part in a variety of lunchtime and before or after school activities run by members of school staff and at no or little cost eg. Cross Country, Football, Netball, Cricket, Technology, Cookery Club, Change 4 Life etc. The school also has good links with Chorley Schools Sports Partnership who come into school to provide PE lessons in specific skills or invite children to take part in inter-schools sports events. These include sports inclusion events which are specifically provided for children with SEN/D.
- The Clubs are available to all the pupils in the designated age range assigned to that activity and a member of staff keeps a record of pupils attending the different clubs/activities to ensure engagement with and inclusiveness for all groups of children.
- Children entering Reception are assigned a Buddy from Year 6, whilst children in Year 1 and 2 are encouraged to have a Reading buddy from Year 5 during Home Reading Sessions. Buddies help Reception children during Lunch in the Autumn Term to help new pupils settle in to normal School routines. A number of social groups run during the week, including Nurture, Chit-chat club, Circletime, Sensory workshops, Boot Camp and Circle of Friends, which are aimed at encouraging children across different age ranges to mix and make friends or are in place to facilitate children in the same class to work through any difficulties they may be experiencing in making or maintaining friendships. Welfare staff and TA's have had training in and can be regularly found encouraging children to join in games at break and lunchtimes. In the KS1 playground there is an area where children can go to if they are feeling sad or lonely and children are chosen to be playtime buddies who will then watch out for children going to this area and look after them/encourage them to join in and make friends with others. If required, designated TA's will mentor individual children needing support at break and lunchtimes offering a chance to chat or a reward chart to work towards a specific goal.