



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Harris Primary School

School Number: 06058

<b>School/Academy Name and Address</b>	<b>Harris Primary School</b>		<b>Telephone Number</b>	<b>01772 864135</b>
	<b>Wychnor Fulwood Preston PR2 7EE</b>		<b>Website Address</b>	<b>www.harrisprimaryschool.net</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEND?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>x</b>			
<b>What age range of pupils does the school cater for?</b>	<b>4-11</b>			
<b>Name and contact details of your school's SENDCO</b>	<b>Miss Helen Sanders</b> <a href="mailto:h.sanders@harris.lancs.sch.uk">h.sanders@harris.lancs.sch.uk</a>			
<b>Link to LCC Local Offer</b>	<a href="http://www.lancashire.gov.uk/SEND">www.lancashire.gov.uk/SEND</a>			

## 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 was built in 1984 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There is an accessible parking space available for the public and disabled persons and a disabled toilet is available for wheelchair users if the need should arise. All playgrounds are wheelchair accessible including the Adventure Trail. Information regarding accessibility and inclusion is available on the school website/blog. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN in addition to iPads, headphones, ear defenders, weighted blankets, workstations and Smart TVs installed in every classroom.

A visual timetable is included in each 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**

Early identification is vital and outside agencies can help advise on the provision of intervention strategies.

In the first instance, the class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress if necessary in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

If considered appropriate, children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS. Each class has the benefit of at least one Teaching Assistant.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse etc...).

There are a number of First Aid trained staff and Epipen training is provided to staff when required. In addition, the SENCO has achieved the National SENCO Award in 2013. One TA3 is SEN trained, One TA3 has training and experience of supporting children with ASD. All staff have received training on supporting pupils with ASD.

When sitting examinations children with SEN can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration, depending on their needs and ability.

The SEN provision map records the type of intervention a pupil is receiving, who is delivering the intervention and the duration. Pupils' progress throughout the school and how much progress individuals make following interventions is recorded on the school's assessment tracker.

## 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?

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. Individual Education Plans (IEPs) are produced termly or half termly depending on the circumstance and pupil and the school operates an Open Door policy with regard to any concerns a parent may have.

Parents are invited into school to discuss progress towards IEP targets and to discuss new targets.

Pupils' progress is monitored throughout the school and pupils with SEN are monitored also on the Provision Map.

## 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 arranges/carries out risk assessments where necessary.

If required, a handover is carried out by the teaching/support assistant, or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points.

Supervised access to the Learning Support Room is available at lunchtime for those children who need a quieter environment than the dining hall or who are struggling to interact appropriately with their peers, or need support with eating. A member of the Senior Leadership team is on duty outside, in addition to lunchtime support staff who also supervise children in the play areas at playtimes and lunch times.

Support is available in every class but some classes have additional adult support if required. EYFS (Early Years/Foundation Stage) and Y1 have additional support staff + the teacher.

Parents can access the Anti-Bullying Policy on the school blog.

### **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**

Medicines may be administered in accordance with our administration of medicines in school policy (available on our school website). Care plans are passed on to the relevant class teacher and the master copy is kept in 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, Diabetes and Epipen training has been provided by the School Nurse or other NHS professional when necessary to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

Support from the occupational therapist, speech and language therapist and physiotherapist has been provided to support pupils and inform staff of their needs and requirements.

### **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 the school prospectus also provides this information. The school operates an Open Door policy and has 2 parents' evenings per year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided periodically for parents to record their views and suggestions.

The SENCO or Class Teacher invites parents to review each child's IEP.

## 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 a School Council for pupils to contribute their own views. Parents can have their say about their child in Parents' Evenings, Annual Reviews and IEP reviews. Elections to the Governing Body are held in the event a vacancy arises.

## 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 SENCO can offer help with forms if this is required.

There is a weekly newsletter for all parents which contains additional information of upcoming events or general useful information e.g. Drop in Centres etc. The school website also contains this information.

If a pupil required a travel plan to get their child to and from school this would be dealt with by the class teacher, SENDCO and headteacher if required.

Induction meetings are held at the start of each school year for all classes.

## 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. Additional visits can be arranged if considered appropriate.

## 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

Harris Primary School has a daily Breakfast Club and After School Club available to all pupils. Pupils can take part in music lessons, cross country, football, netball, gymnastics, dance, multi-skills, Minecraft, Board games, Library Club

The clubs are available to all the pupils in the designated age range assigned to that activity.

Children entering Early Years are assigned a buddy from Year 6 during lunchtime in the Autumn term to help new pupils settle in to normal school routines.