



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Coates Lane Primary

School Number: 13041

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.SENDReforms@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	Coates lane Primary School, Kirkstall Drive, Barnoldswick, Lancashire BB18 6EZ		Telephone Number	01282 812203
			Website Address	www.coateslane.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?	Coates Lane is primary school for children aged 4-11 years old.			

Name and contact details of your school's SENCO	Jason Newsham Tel 01282 812203 senco@coateslane.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	Jason Newsham - SENCO		
Contact telephone number	01282 812203	Email	senco@coateslane.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.coateslane.lancs.sch.uk/policies		
Name	Sarah White	Date	15th October 2016

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 almost entirely accessible by wheelchairs. There is a disabled parking space at the front of the building with a ramp leading to the main entrance.

Keystage 1 is all on the same level with a medical room which has disabled toilet, changing facilities and a shower. There are 5 steps down to the Key Stage 2 section of the building, however there is lift which allows wheelchair access.

The only areas which would not be accessible by a wheel chair would be the library and Class 3. In the past we have had a child with Cerabal Palsy who was in a wheel chair, it was possible to swap classrooms around in order to solve this problem.

We actively encourage parents into school in order that they feel comfortable and able to ask for help if they need it.

We have ensured that the steps have a strip on them that is a contrasting colour so that people with a visual impairment can see the definition of the steps.

All school information is available on request and the font size can be changed for most policies and documentation.

We do not have a hearing loop in school.

We do not have anything written in braille.

In the past we had a child who did not speak English when he entered school in Reception. We worked with a translator who helped us communicate with the parents.

We currently have 2 EAL children in school.

We use visual timetables to aid learning and are able to use more visual aids if need be. We currently have a visually impaired child who uses a writing slop and has enlarged texts and a kindle.

We do not have furniture that is adjustable.
We use kindles and ipads to enhance learning.

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

We have an SEN policy which states a process of identifying children with Special Educational Needs. The class teachers work closely with the SENCO to do this.

We have a large number of teaching assistants in school – they all have different specialisms and experience of working with different levels of special needs including Visual impairment, Diabetes, Down's Syndrome, emotional/behavioural difficulties, Speech and Language difficulties. The teaching assistants are able to support children during SATs as well as modified tests if need be e.g. enlarged texts.

We work closely with outside agencies e.g. speech and language therapists, specialist teachers and Educational Psychologists.

We use courses delivered by the authority to help staff learn about SEN and disability awareness.

The SENCO is currently completing the National Award for SEN Co-ordination.

The staff have annual Epi pen and diabetes training provided by the school nurse.

Our SEN provision map shows how support (time/resources/money) is mapped out in school to ensure support for all children with SEN.

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

Review meetings for statemented children are conducted by the SENCO following feedback from the class teacher and teaching assistant. Parents are always invited and encouraged to attend along with the child and any specialist teachers or outside agencies involved in the care of the child.

Children without a statement who still require SEN support all have a PSP (pupil support plan). This is used to give children targets to help with their progress in school. PSP's are monitored half termly by the SENCO and termly in a meeting with parents, class teacher and the SENCO. Review meetings are then used to inform school about the effectiveness of provision and make changes where necessary.

The Headteacher and SENCO work together to analyse and review provision and the progress data of the children on the SEN register to ensure that they are making progress in line with non-SEN children.

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

Generic Risk Assessments are completed/reviewed on an annual basis by the headteacher. Risk Assessments for school trips are completed by the Visit Leader and pre visits are encouraged beforehand.

Although school starts at 8.55, classrooms are open from 8.45 each day where teachers and teaching assistants are available for handover. We have an open door policy and parents are welcome to come into school before or after school to speak to teachers.

If necessary arrangements can be made for children to be supported during breaks and playtimes by teaching assistants or lunchtime supervisors. There are always a minimum of two members of staff on duty at playtimes to ensure the safety and wellbeing of the children.

We don't have allocated parking areas for school. The parents can park on the

streets around school and walk the children onto the site.
The Anti-bullying policy is available on request to the Headteacher.

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

Children who require medication in school have a Medical Care Plan outlining the child's condition, what to do in an emergency and who to contact. These are available to all staff and are displayed in the staff room. These plans are reviewed annually with parents.

If a child needs a medical care plan then the SENCO will meet with the parents to do this so that all information is accurate.

Epi pens are all kept in the staff room in a marked box in a separate part of the medical box. All staff are aware of their location and how to use them if needed. All staff have annual epi pen training from the school nurse.

The school has 2 trained paediatric first aiders. In the case of an emergency these members of staff would attend to the child, parents would be called by the school secretary and Emergency services also be called if necessary.

We have visits in to school by the school nurse, speech and language service, children's centre family support, occupational therapists and educational psychologist.

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

We have an open door policy in school, parents are always welcome to come in and speak to members of staff about their children. We welcome feedback from parents throughout the year and send out a parental questionnaire annually.

We offer half termly parents meetings in Key stage 1 for parents to discuss their children’s progress. In key stage two we send out report cards once a term advising parents of their children’s progress and targets in addition to two parents evening per year.

At the end of the school year we provide the children with 3 moving up afternoons in order to help with transition to their new classes. We also invite parents into school for one of these sessions giving them the opportunity to meet their children’s new teacher and give them the opportunity to find out about expectations and routines prior to the summer break.

We do not have an ‘Open Day’. If people wish to come and view the school they can contact the bursar on 01282 812203 and make an appointment.

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

We have a Pupil Leadership Team (pupil council) in school who meet regularly to discuss issues of importance e.g. the new curriculum. Children from all classes are involved.

We have a Teaching and Learning Committee (Year 6 children) who meet with the Head teacher to help develop the school.

The Head teacher and subject leaders have ‘Listening to Learners’ sessions where they talk with the children about various issues.

The children complete a questionnaire annually about their thoughts and opinions

about school.

Parents are welcome into school to help out, listen to readers etc.

We have an active PTA who are keen for as many parents as possible to join.

We have 2 parent Governors who represent the parents on the Governing Body. The Governing Body, advised by the Head teacher, promote the involvement of many agencies in school.

The school has developed good relationships with outside agencies such as; educational psychologists, visual impairment specialists, specialist teachers and speech and language therapists. The school works collaboratively with these agencies to plan and deliver the best educational program possible. The planning and reviewing cycle is modelled on the joint commissioning cycle stated in the SEND code of practice.

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

We employ a parent partnership support worker who is based in our school for 1 day per week.

They can:

Complete paperwork with parents

Meet with parents

Offer advice and guidance for parents

Support parents through anxious times

Explain procedures and policies

Support attendance issues

Offer support/counselling to their children

If parents want to access this service they can either phone/meet or email the Headteacher to request support.

We have not had to support parents with a travel plan before but would be willing to do this if need be.

Transition to Secondary School

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

What the school provides

Depending on the High school the children are moving to will depend on the transition arrangements.

Every child in Year 6 will have at least 1 'taster day' at their new school. As well as this they will also:

Complete transition work in school

Write letters to the children at their new school

Go there for one off lessons for the 2 years prior to moving e.g. maths masterclass

Complete an 'All about Me!' book

Have 'Circle Time' about transition

The staff:

Meet with the Heads of Year to discuss each child and their needs individually

Send as much information and data to the new 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

We offer a breakfast club which operates from 7.45 – 8.55 and after school club which operates 3.15 – 5.45.

We occasionally will offer a holiday club which parents have to pay for run by a sports company.

We also offer a variety of extra-curricular clubs at lunch time and after school the majority of which are free to parents these include:

eco club

choir

art club

computer club

multi skills

football

writing club

zumba

cookery club

We try to make sure all children are given the opportunity to participate in a club each term if they wish too.

The clubs are inclusive for everyone.

Parents can ask to see our Behaviour Policy for details on friendship and Personal and Social Development.

Parents are not charged for their children to attend these clubs.

Children can have music lessons in school but parents do have to pay for these.