

SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools , Special
Schools and Academies

Name of School: **West Street Primary**

School Number: **13033**

School/Academy Name and Address	West Street Primary		Telephone Number	01282 865840
	West Street Colne		Website Address	www.west-street.org
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?	3-11			
Name and contact details of your school's SENCO	Mrs Alysia Gupta 01282 865840 senco@weststreet.lancs.sch.uk			

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 Sarah Burtoft Head Teacher		
Contact telephone number	01282 865840	Email	head@weststreet.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	https://www.west-street.org/inclusion/		
Name		Date	

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

Accessibility and Inclusion

What the school provides

West Street School is based within 2 Victorian buildings and was built in 1906. Both buildings have flat or sloped access and the entrance doors are wheelchair accessible as are the classroom doors. The school has a private car park separated from pedestrian access and there are also two free car parks immediately next to and opposite the entrance. Externally there are a number of gates covering all aspects which can be unlocked to provide alternative access where necessary.

Furniture is age appropriate and where specialist items are necessary the school looks to procure them through appropriate external agencies.

All classes are fitted with interactive whiteboards and the school has a range of equipment including; lap tops, e readers, I pads, head phones, listening centres. Additional specialist IT equipment is procured where needed.

Other specialist resources include:

- Books with larger print for visually impaired children
- Bi lingual books/talking pens
- Audio books
- A range of IT programmes
- Visual timetables in all classrooms
- Slope boards

West Street is a very open school and all staff are available to provide support.

Staff are available to speak with parents daily and much information is transferred verbally. We also have regular newsletters and a website. Several members of staff speak additional languages and this can be helpful for translation purposes.

As a relatively small school we have a family ethos and everyone knows everyone which helps children with specific needs to thrive as their needs and strategies employed to target them are understood by all.

Teaching and Learning

What the school provides

As a school we believe that early intervention is crucial to ensure best provision and progress for individual children. On entry to the school discussions with parents and any agencies involved with the child take place with the Head and the SENDco. Staff make early assessments and alerts the SENDco to any specific needs they feel the child has. Further assessments may be made, referral to specific agencies and tailored programmes of work developed; all of this is done in partnership with the parents. Regular meetings then review progress.

Assessments used in school cover both academic and social emotional aspects. We use the Boxall Profile to assess needs for the nurture group and specific dyslexia screening tests. These help us to target specific areas for development.

Within school we have a range of additional support which includes:

- High ratio of experienced teaching assistant support deployed to support where appropriate and able to facilitate 1:1 and small group work
- Trained S&L teaching assistant
- Nurture provision catering for children with social and emotional aspects of development run by nurture trained staff
- Trained counsellor providing support for children and families
- An experienced SENDco

In addition to this the school has extremely good relationships with outside agencies including:

- S&L service
- Occupational therapists
- Physiotherapist
- Health
- Social care
- Hearing impairment
- Visual impairment
- Hendon Brook (Short stay school)
- IDSS
- Parent Partnership
- Volunteer organisations such as Barnadoes

Links with any relevant agency are made early.

Staff in school are provided with training for specific needs and this has included:

- ASD
- S&L
- Nurture
- Acquired brain injury
- Medical aspects: first aid (most staff teaching & non teaching), epipen
- Team Teach Control and Restraint

Any gap identified in training is planned in as early as possible.

Curriculum

Our curriculum is designed to be inclusive and creative and we believe all children have the right to access all aspects. Staff annually review and plan provision taking into account the intake at that time. Themes are engaging and staff are able to differentiate extremely well to

enable all pupils levels are met. When assessing children's abilities reasonable adjustments within the test remit are made. For example separating children to enable concentration, readers, scribes, large print.

The SENDco maps all interventions and support and monitors progress. She monitors individual education plans and liaises closely with staff to set targets.

- Whole school procedures and routines consistently applied help to ensure children make good progress.

Reviewing and Evaluating Outcomes

What the school provides

Our open school policy means informal meetings and discussions between staff and parents take place as and when is needed.

Formal review meetings are held every 6 months as a minimum.

Parents, children, (where appropriate), all relevant agencies and staff are invited to attend and reports requested if unable to come.

Health & Care plans are monitored and reviewed both by staff in school but also by the school nurse.

Progress of pupils towards targets set are monitored through teacher assessment, monitoring of IEPs, formal assessments and tests, logs of behaviour and incidents, attendance. Changes can be made to targets and programmes at any point during the year in line with children's progress.

The effectiveness of our provision is measured by the success of the pupils. We also encourage external moderation where possible including audits carried out by the local authority. Feedback from external agencies is also used to gauge the effectiveness of provision.

Keeping Children Safe

What the school provides

Risk assessments are carried out where it is deemed that there is possible risk to the welfare of pupils, staff, parents or visitors. These are completed by the staff directly involved and the head teacher. Where relevant also in conjunction with specialist agencies.

Specific risk assessments would be used for activities such as PE, trips, visits to ensure safety was paramount for all children.

If a child requires a specific handover this can be arranged and would be supervised by a suitable member of staff.

Playtime and lunchtime are supervised by teachers, teaching assistants and welfare staff. A member of the senior leadership team is always on duty at lunchtime and a teaching assistant supports behaviour management and social interaction at lunchtime. Should a child require additional supervision during the lunch period this would be deployed in line with their needs.

The school policies on behaviour management, anti bullying and health and safety are all available from the school office on request or via the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

The school has a policy for managing medication, also available from the school office. We do not consider a child needing medication should not be in school and will accommodate all situations in line with our policy. The following procedures are in place:

- Medicine must have a doctor's prescription label with the child's name and expiry date.
- Parents must complete a form giving permission for medication to be given in school and including all relevant details.
- A log is kept of medication given and signed/dated by the member of staff administering it.
- All medicines, bar inhalers, are kept centrally in a medicine cupboard.
- Inhalers are kept in classrooms and a log is kept of when taken and parents informed and asked to sign.

Staff receive emergency or paediatric first aid training and this is kept up to date.

Specialist training ie epipen, diabetes are requested should we have pupils, staff, parents with those conditions.

Care plans are completed by our school nurse and copies made available to relevant staff. Specific procedures for pupils with extreme conditions such as severe asthma are kept by the class teacher and in the main office.

All details and relevant medication are taken with the child when they are involved in activities away from the school.

Administration of first aid for accidents are logged in the first aid book including any treatment given. Incidents requiring hospital visits are recorded on a HSE form and forwarded to the local authority and the HSE.

Communication with Parents

What the school provides

Our school prospectus and website contain details of staff and any specific roles such as SENDco. We provide new parents with a paper copy of the prospectus.

We ensure that parents know they can contact any member of staff if they have concerns. Our open door policy aims to encourage parents to come in and talk to us with any concerns or queries. It is often not necessary to make an appointment but where it is this is done as soon as possible.

As soon as it is apparent that a child has specific needs the SENDco will arrange to meet with the parents to introduce herself and go through any necessary procedures.

We provide 2 formal parent meetings in the Autumn and Spring terms as well as two open days; one in Sept/Oct and one in July. Parents are encouraged to discuss their child's progress at any time. We operate an assertive mentoring system and each child has a folder showing progress termly. Children are encouraged to share this with their parents at any point. An annual report is produced in July.

Parental questionnaires are completed once a year to access their opinions of the school. We also encourage the use of Parent View and have a suggestion box in the school foyer. Parent governors are also an access point for parents to communicate their views. Our website has an email link to the head teacher.

Working Together

What the school provides

Our school has a school council which includes children from Y1 – Y6 who have been chosen by their peer group.

There is a pupil notice board and suggestion box provided for pupils to voice their views. All classes hold circle time sessions on Monday morning to support social & emotional well being and at any point during the week to discuss pertinent issues.

Parents can voice their opinions regarding their child's education and progress through all the avenues outlined above and verbally as and when they wish.

Our school actively encourages parental engagement through attendance at assemblies, performances, parents meetings, events. We also hold regular sessions for parents in class to help them to support their children. These have included story time for reading, creative activities, sports days, maths, e safety.

We encourage volunteers to help for certain activities and provide training where appropriate for example in hearing children read.

Our PTA arrange numbers of family friendly events that are not just about fundraising but about getting the family involved in school life.

Our governors seek the opinion of parents and actively look for new governors to compliment the governing body skill bank. We have a link governor for special educational needs and they liaise with the SENDco to discuss and monitor provision. SEN is also on the agenda at the Curriculum Committee meetings.

Annual home school agreements are signed by parents, pupils and staff to encourage a partnership and understanding of expectations.

What help and support is available for the family?

What the school provides

All staff are available to support parents with form filling. Often the SENDco will help with specific SEN forms. Where appropriate we engage the support of Parent Partnership or the school nurse to work with parents.

Advice and guidance is readily available from relevant staff and parents are signposted to external agencies for support. We also have a trained family therapy worker who can work with the whole family in a confidential setting.

Support for travel plans would be given via the head teacher or SENDco as well as referral to agencies such as Parent Partnership.

Transition to Secondary School

What the school provides

Our transition arrangements start early in the school when opportunities arise for pupils to attend high schools for specific activities thus familiarising them with buildings and people.

In Y6 children attend transition days.

For children with additional needs these arrangements may be started at the end of Y5 with visits to potential schools. Additional visits in Y6 are arranged for pupils with additional needs and they can be accompanied by a member of staff.

Parents can access additional support from Parent Partnership.

The Y6 teacher, SENDco and school mentor all liaise with high school staff to pass on all information.

Extra Curricular Activities

What the school provides

At present our school offers a breakfast club from 8.30am where pupils and pupils and their parents can have breakfast.

We have a wide range of after school clubs run by staff or external sports coaches. Most of our clubs are free but we occasionally have to make a small charge. The list of clubs are available on the school website and on notice boards around school. They can change during the year as opportunities arise.

We have the following as main options: football, netball, enterprise, street dance, glee, ICT, film club, booster sessions. We also hold a range of shorter term ones: tag rugby, badminton, basketball, art, samba are examples.

Our clubs are based on suggestions from children but also from close consideration by staff of how to offer the best skill development and experiences for our pupils. We ensure that all pupils can access the clubs and where necessary would provide additional support.

We are an extremely inclusive school with a close, family based ethos. The pupils are encouraged to welcome new children and have proved to be extremely effective at it. Teachers may chose to identify a buddy to help a new child settle and get to know routines. Older siblings are encouraged to support younger ones when they start school particularly at dinner time. Children joining the school part way through the primary years do very well at West Street socially, emotionally and academically. Many make at least good but often outstanding progress within the time they are with us.

