



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **SKERTON ST LUKE'S PRIMARY**

School Number: **01009**

School/Academy Name and Address	Skerton St Luke's CE VA Primary School		Telephone Number	01524 65445
	Slyne RD, Lancaster LA1 2JH		Website Address	http://www.skertonstlukes.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?	4-11			
	Zoe Perkins			
	Zoe.perkins@skertonstlukes.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	Cathy Armistead		
Contact telephone number	01524 65445	Email	head@skertonstlukes.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			
Name	Skerton St. Luke's CE VA Primary School.	Date	May 2018 – Updated Nov 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 has been modernised to be 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 are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise. In addition to this we have purchased key pieces of furniture to allow children with physical disabilities can access the toilet and other key areas.

Information is available on the school website and a community noticeboard in addition to regular newsletters. Furniture is of a suitable height appropriate to the age group of children being taught in that classroom. The school are fully prepared to adapt current resources or use technologies to enhance a child's education, for example, staff wore radio wave resources for a child with hearing impairment. The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, computers and interactive whiteboards which are 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

Early identification is vital and outside agencies can help advise on the provision of intervention strategies. 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 SENCO assess and monitors the children's progress in line with existing school practices. The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. Children with SEND take full participation in the whole curriculum and advice is sought to ensure this is

achieved in the most effective way. 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. The SENCO regularly receives updates and training on current SEN issues. The SENCO works closely with class teachers and teaching assistants to ensure their knowledge of SEND is sufficient to deliver an inclusive approach within all lessons. Training is offered on interventions and aspects on SEND. Children can be screened for speech and language difficulties, motor skill delay and outside agencies such as IDSS or specialist teachers. All teaching assistants have received first Aid training and some staff have had Epipen training. The school has nine Level 3 Teaching Assistants. The school also has a full time Learning Mentor. When sitting examinations children with SEND can be supported 1 to 1 (EHCP), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration. Records are kept of each SEND child, the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire E- Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEND.

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

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. SEND Support Plans are produced termly or half termly, with targets being updated and reviewed at regular intervals. The school operates an 'Open Door' policy with regards to any concerns a parent may have. Pupils' progress is monitored throughout the school. Teaching is differentiated to reflect the abilities of all pupils within the classroom, including that of children with SEND. Group or 1-1 interventions take place for children who have gaps in knowledge or additional needs. Baselines are taken at the start of each intervention. At the end of an intervention, assessments are revisited in order to see the impact and make any alterations. These are shared with the SENCO and relevant staff to ensure an effective and suitable way forward is identified.

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

Where necessary, the Head Teacher and teachers carry out Risk Assessments and if needed, under the advice of SEND advisers, specialist teachers and medical professionals. If required a handover is carried out by a TA or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points. A teacher supervises the playground each break. Lunchtime support-staff supervise children in the play areas at lunch times. Support is available in every class but some classes have additional adult support if required for example the Reception Class has two support staff and a full time teacher. Parents can access the Positive Behaviour Policy on the school 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

All medicine is logged along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. The administering of medicines is carried out by members of the Senior Leadership Team. Care plans are passed on to the relevant Class Teachers and the master copy is kept in SEND records with the SENCO or learning mentor. All 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 to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

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 (e.g. 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 three parent evenings a year to provide opportunities for parents to discuss the progress of their child. Parents are regularly invited into schools to attend assemblies or events. A newsletter is sent out via text, which can also be accessed from the school website. Each term, class teachers send out ‘Curriculum Maps’ which outline the learning and routines for each class. Parents can contact teachers by telephone, there is a member of staff on each playground every morning and all class teachers are on the playground after school. The school have a text messaging service to contact parents about upcoming events, share any positive news or send reminders. An annual report is sent to all parents outlining the child’s achievements for the year.

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

Children have the opportunity to express positive comments, but also to suggest improvements to the school via many ways. Children can have their say through their class representatives on the Eco team and the junior leadership team. Parents can have their say about their child in Parent Evenings, Annual Reviews, SEN Support Plan and TAF meetings (if they express a wish to do so). They also have the opportunity to complete the parental questionnaire. The school have several parents, grandparents and members of the community helping in school on a regular basis. Parents are invited to attend the celebration assembly held each week, with each class sharing work and achievements on a half termly basis. Elections to the Governing Body are held in the event a vacancy arises. There is a designated SEND governor who will meet with the SENCO regularly. She will report back to the full

governing body on the current situation of SEND within the school.

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 or Head Teacher can offer help with forms if this is required. Our Learning Mentor has a strong relationship with parents and works closely with them, offering support to fill out forms or finding appropriate help with any issues they may have. The school are quick to identify any issues which may arise either in or out of school and where appropriate, work with the families to seek support. As a school, we have a wide knowledge of agencies where support or guidance can be offered and the Learning Mentor spends much of her time helping families to access these when needed. Regular progress meetings can be scheduled when issues are not resolved and a way forward is needed

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. Where needed, the school will work together with the Secondary School to develop a personalised transition programme to ease the changes ahead. The Learning Mentor runs sessions in the summer term for pupils who are vulnerable or worried about their transition. Children who have an EHC plan will always have a personal and unique transition which is created in partnership with parents/carers, the child, local SENDOs and the schools involved.

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

Skerton St Luke's operates a daily 'Early Birds' Breakfast Club and 'Night Owls' After School club available to all pupils at an additional charge. There are opportunities for pupils to take part in weekly Music lessons (woodwind, keyboard, brass and guitar) at a fee. In addition, pupils can take part in a range of activities including for KS1; ICT, Multi Sports, Change for Life, and for KS2; Cross Country, Football, Cricket, Rounders, Netball, Reading, Singing/Drama. The Clubs are available to all the pupils in the designated age range and the activities are all dependent on the time of year. Children entering Reception are initially grouped with children with similar birth dates to transition the children slowly into a full class. They will be supported by a Year 6 Buddy who will assist with their transition into school. Building relationships is a primary focus of the Reception year, with staff supporting and scaffolding this.