



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Gregson Lane Primary

School Number: 09031

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	Brindle Gregson Lane Primary School		Telephone Number	01254 852381
	Bournes Row Houghton Preston PR5 ODR		Website Address	head@bgl.lanacs.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:	
	✓			
What age range of pupils does	4-11 years			

the school cater for?	
Name and contact details of your school's SENCO	Kulsum Esa kesa@bglancs.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	Mr Mark Melling Mrs Kulsum Esa Headteacher Inclusion Manager		
Contact telephone number	01254 852381	Email	kesa@bgl.lancs.sch.uk head@bgl.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.bgl.lancs.sch.uk/pupil-premium-1/		
Name	Mr Mark Melling (Headteacher)	Date	28.10.16

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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 was built in 2003 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured it has ramps and that all doorways and entrances to the school are wide enough to accommodate a wheelchair if necessary. There is a disabled toilet facility, including shower, available for wheelchair users if the need arises.

A wide range of information is available on the school website. Foundation Stage parents can access what is happening on a daily basis on Twitter in their child's classroom.

Weekly newsletters are sent home with the children and these can also be accessed on the school website.

Furniture in the school is modern and of an appropriate height, which is suitable for the relevant age range in each classroom.

Equipment in classrooms is generally labelled and pictures used in the Foundation and Key Stage 1 classrooms where necessary.

We have a range of ICT hardware and software suitable for use by all children.

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

All teachers ensure that high quality teaching and learning takes place with work planned for different abilities within a class. Additional group work may be needed to support children in an area of learning and some children may need one-to-one sessions to ensure effective learning takes place. Each class is supported by at least one Teaching Assistant.

All teaching staff are aware of the importance of early identification of additional needs. All concerns are brought to the attention of the Inclusion Manager. Parents are informed at the earliest opportunity to alert them to any concerns and encourage their help and participation in supporting their child in partnership with the school.

The Inclusion Manager and class teacher work together to set individual targets and create a Personal Education Plan (PEP) for children who require additional support. This plan lists the areas the child needs to develop, the intervention which will take place, who will work with the child and the time allocation in order to support the child in meeting the targets.

The school Additional Needs Provision Map records the type of intervention a pupil is receiving, the duration and the staff member involved. It includes the children who are receiving 1:1 support for an area of need as well as children who are receiving some intervention because they are slightly below age related expectations or their rate of progress may have slowed down. The Additional Needs Provision Map also includes children who are receiving Pupil Premium to ensure they make expected progress.

We use our own educational psychologist to help provide advice on the provision of intervention strategies and to carry out more detailed assessments of individual children if needed to help us put the correct support in place. Specialist support is sometimes required for children with visual impairment, hearing impairment, speech and language difficulties, sensory needs and medical needs.

Access arrangements (such as 1:1, timed breaks, additional time and readers) can be made for those children sitting examinations with SEN where appropriate. Children are also able to sit exams in a quiet setting in a small group to aid concentration.

Three members of staff are currently training in sign-along and whole staff training for supporting children with speech and language difficulties is in place.

The Inclusion Manager is currently completing The National Qualification for SEND Coordination.

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

Annual Reviews are held for children with Education Health Care Plans (EHCPs). Parents and all professionals working with the child are asked to contribute by submitting written advice and/or attendance at the review. The child is invited to attend the review and help to discuss the progress made that year. Targets are set for the coming year to ensure continued progress.

The SEND Provision Map is regularly assessed and updated by the Inclusion Manager. Teaching assistants maintain comprehensive trackers of the different interventions they work on with the children and their input helps to set next step.

The Inclusion Manager and class teacher assess and closely monitor the children's progress in accordance with the school assessment and tracking practices. A tracking grid is updated termly, showing children's progress throughout the school and highlights if they are in line with, above or below age related expectations. All children in school are assessed on a termly basis and progress is monitored throughout the school.

Children with SEN are assessed using the same methods as for other children, but where necessary the class teacher and Inclusion Manager can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Parents are kept updated of the progress of their child's Personal Education Plan with a termly written review and copy of the next plan. The class teacher/Inclusion Manager also provides verbal feedback to parents.

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 school has adopted all risk assessments recommended by the Local Authority. All staff are aware of the need to include them in planning where appropriate, particularly during PE lessons and outdoor activities.

When on trips the school follows the Lancashire guidance and adheres to the specified ratio for adults to children. Risk assessments are carried out via the EVOLVE online system.

If required, a handover is carried out by a member of staff with the appropriate parent/carer at the beginning and end of the school day. Parents/carers may use the school's main entrance if this is agreed. Home-school diaries/communication books are used when necessary as a means of communicating between home and school.

There are lunchtime support staff who supervise the children in the dining hall and on the playground/field. At morning playtime there is a teacher and at least one teaching assistant supervising the playground. Morning playtimes are staggered to reduce the number of children on the playground.

In some cases, it is important that children are supervised one-to-one during lunchtimes and playtimes to ensure they remain safe at all times during the school day. The adult carrying out this supervision will be mindful of encouraging the child to play with others and only involving themselves if there is a need.

The school car park is primarily for the use of staff, deliveries and visitors to the school during the day. There are parking spaces allocated for people with disabilities. All other parents are asked to refrain from driving into the school car park when bringing children to school and collecting them at the end of the day to reduce the risk of danger, as there is a pedestrian walkway across the approach road.

Parents can access the Anti-Bullying 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

Any medication is locked in a cupboard in the school office and parents sign to grant authorisation to the school to administer to their child. Only prescription medicine is administered by school staff; other medicines can be administered by the parent/carer at lunchtimes if necessary.

Individual Care Plans are drawn up by the relevant health service teachers and copies displayed in the child's classroom, the School Office, Staff Room and Medical Room. The list of care plans are discussed in September so teachers and teaching assistants are aware of the children who may need medical attention. Staff sign and date a document to state they have received relevant training and a copy of this is kept by the trainer, the parents and the school. The kitchen staff have a list of children with allergies and photographs of the relevant children and their specific allergy.

The majority of teaching staff and two teaching assistants have received first aid training and relevant staff who work in the Foundation Stage have been trained in Paediatric First Aid. Several teachers have Epi Pen training and a small number of staff have been trained in Diabetes care by the NHS.

The school has a Defibrillator and the majority of teaching staff have received training in how to use the machine. There are signs in the Entrance to show its location.

In the event of a medical emergency staff would dial 999.

A number of Teaching Assistants (TAs) have been trained in Speech and Language Development and Communication. The school employs a counsellor one day a week, using play therapy with children who have been identified for support following consultation with parents and staff. The school also utilises the expertise of an educational psychologist with Acorn Psychology Services to work with individual children.

It is important that children feel confident in their surroundings while at school and this can be difficult for a child changing school mid-year. In this instance, we would ensure they had a 'buddy' to look after them and show them around the school for the first week. Similarly, children starting school in Reception class are paired with a 'buddy' from Year 6 who look after them on the playground and in the dinner hall initially, share special events throughout the year and have lunch together once a week throughout the year.

The school nurse liaises with the Inclusion Manager once a term to keep up to date with any relevant medical updates or information.

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 school website contains all relevant contact details and parents can phone or e-mail the head teacher or relevant staff member with any concerns or information. The school prospectus can be accessed via the school website and this provides essential information.

The school operates an Open Door policy, where parents are welcomed into school, believing it is better if any issues can be discussed as soon as they arise. All class teachers are available at the end of the school day and an appointment will be made if it is not convenient at that time due to prior commitments.

The school offers prospective children and parents the opportunity to view the school. In the summer term, new Reception children are invited to two pre-school sessions to meet their new class teacher and to familiarise themselves with the school. The Foundation Stage teacher will make visits to the local nurseries regarding children coming to our school if there is a specific need to a transition.

There is a ‘New to Reception’ – parents’ evening in the summer term prior to their child starting school where parents/carers are introduced to the staff and are given information relating to their child starting school. Home Visits are carried out prior to the children starting school to help children and parents feel more comfortable about meeting the Foundation Stage staff and develop a strong working relationship.

Parents of Reception class are able to gain an insight into what their child is learning on a daily basis by accessing the Twitter account.

The school has a ‘Meet the Teacher’ evening in September to welcome parents into school and so parents can meet their child’s class teacher.

There are Parents’ Evenings in the Autumn and Spring term for parents to discuss their child’s progress. Written reports are also provided at the end of the Summer term, with the opportunity to make an appointment to discuss the end of year report. Written feedback of all reports and SEN reviews is encouraged to help develop provision and home-school links.

Parent questionnaires are also provided for parents to record their views and suggestions.

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 and a School Eco-team at our school for which children can be nominated and elected to represent their class.

Parents can have their say about their child at Parents' Evening and Annual Reviews. We operate an 'Open Door' policy and parents can express their views as they arise. They can also e-mail the head teacher or individual class teacher with any concerns or information. Parents are informed when their child is added to the Additional Needs List and receives extra support.

Parents are encouraged to come into school and help with reading and classroom based support. The school has a PTA which meets regularly and the school encourages parents to attend.

When a role as Parent Governor is up for re-election the appropriate election procedures are followed and paperwork is distributed. The Inclusion Manager has meetings with the Inclusion Governor to update on progress and discuss what new interventions and changes have taken place to SEN in the school.

Home/School agreements encourage better working relationships between children, parents and staff.

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 Headteacher, Inclusion Manager or class teacher can offer help with forms as required.

Information and advice for parents can be accessed through Parent Partnership via the school. There is a noticeboard in the school entrance which has information for parents about additional information including drop in centres, etc.

If a pupil requires a Travel plan to get to and from school this would be dealt with by the head teacher in consultation with parents/carers and Local Authority.

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 the pupils in Year 6 visit their forthcoming Secondary School for taster sessions and also Secondary teachers from the local feeder schools visit to ease the transition from Year 6 to Year 7. The school provides any information the high school requests.

Our school makes use of specialist teachers from local high schools, which develops links between Primary and Secondary, as well as utilising their expertise.

For children with additional needs, meetings are held with parents/carers, relevant staff from our school and the SENCO from the Secondary School to ensure a full handover of information and that parents and child feel comfortable with the move. In some cases, a child with additional needs requires more visits to their new school and a teaching assistant from our school will accompany them.

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

Brindle Gregson Lane offers a breakfast club (7.30-8.30) and an After School Club (3.00-6.00) for children from Reception to Year 6 every day and this is run by Discovery Vine.

There is a wide range of after school activities available for the children to take part in, some run by school staff and others run by outside clubs for a fee. The clubs are offered throughout the year and are available for children of different ages, ensuring there is something for everyone.

The children have the opportunity to learn to play the guitar, drums and keyboard, using outside providers, as well as the music lessons which take place within school. In addition to this, a specialist singing coach attends for small group sessions once a week. The times of these sessions vary and may sometimes be run during lunchtimes. Fees are paid to the providers. We offer children regular opportunities to take part in after school activities where they mix with children from other local schools. The inter-school sporting activities, in particular, provide children with the opportunity to meet with children who will be transferring to the same high school.

