



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Morecambe Bay
Community Primary School**

School Number: **01051**

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	Morecambe Bay Community Primary School		Telephone Number	01524 401002
	Station Road Morecambe LA4 5JL		Website Address	www.morecambebay.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:	
	X			

What age range of pupils does the school cater for?	3 – 11 years
Name and contact details of your school's SENCO	Mrs Siobhan Collingwood Contact details as above.

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 Angela Gillon School Business Office		
Contact telephone number	01524 401002	Email	office@morecambabay.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	
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Name		Date	
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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

1. Fully wheelchair accessible to main entrance and ramp to Nursery / front playground entrance.
2. Lift in place for access to first floor.
3. 1 accessible parking space immediately adjacent to school entrance.
4. 2 accessible toilet spaces on ground floor and 1 on first floor.
5. Accessible shower facilities on ground floor adjacent to laundry and first aid facilities with adjustable height treatment bench.
6. Wide corridor spaces that are fully accessible.
7. Height adjustable tables in Food Tech room and small group horseshoe tables in each classroom.
8. Acoustics much improved in all classroom spaces. The gymnastics hall, studio floor and dining hall are all acoustically poor.
9. All school information is shared via the school website and include a comprehensive school brochure, weekly newsletters and weekly class blogs. The newsletters are also distributed to parents and carers via paper copies and are translated into Polish for our Polish families.
10. Children who are unable to communicate verbally are supported by BSL level

- 2 signers and signs are placed around school at child height in BSL.
11. The school has ample access to ipods and laptops with apps to support children with communication barriers.
 12. A full-time Polish HLTA's on site to translate for parents and children to prepare and deliver programmes of work for EAL 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

1. Early Years: Baseline assessment, Initial screening checks.
2. Full Time TA based in each classroom.
3. Withdrawal groups from Year 2 onwards.
4. Differentiated resources.
5. Tier 3 intervention eg, S & L, LM.
6. Nurture group.
7. Floating teacher who works with small booster groups.
8. 3 HLTA's – small group/individual sessions.
9. 2 X BSL Level 2 TA's.
10. Art therapy sessions.
11. CAMHS support for children and families.
12. Specific healthcare training provided when individual children's needs require
13. Regular INSET, approximately 3 per year.
14. Dyslexia training and Precision teaching provided by Acorn Psychology Service.
15. Workshop approach to IEP meeting with CT.
16. Specialist SEN degree for 2 class teachers.
17. Children with SEN are assessed on entry by the HLTA if they are new to school.
18. Termly monitoring and assessments are ongoing – IEP review meetings are

carried out termly and new children are considered.
19. Educational Psychologist referrals – inhouse and LCC.

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

1. Annual review meetings are held for children with statements for EHC's. These are conducted by the school SENCO with class teacher and/or TA who are all invited to submit a written report.
2. Any agencies involved are invited to attend and/or submit a written report
3. Parents and, where appropriate, children, are invited to attend and/or submit a written evidence form.
4. All SEN children are subject to an IEP which is reviewed ½ termly.
5. The SENCO/HLTA review progress against IEP targets and progress in assessment such as Reading and Speaking ages, Phonics assessments etc
6. The Headteacher and SLT reviews the sub-level and IEP target level progress made and discuss these with SENCO and Class teacher.
7. Children participating in Intervention programmes are benchmarked and progress reviewed to assess the impact.
8. SEN Governor meets termly with SENCO to review progress of children and impact of strategies.
9. School electronic tracking systems (SIMS).

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

1. Risk assessments are carried out by the SENCO where appropriate. At other times, CT/EVC will write risk assessments for individual trips/circumstances.
2. At the start of the day parents are invited to drop the children off from 8.45 for a whole school breakfast session which runs until 9.00 by which time, parents will have left the school premises so gates and doors around the building will be locked.
3. At the end of the school day children are accompanied out to the playground where they wait with their teacher until a parent/carer picks them up.
4. Parking areas are clearly demarcated and separate but with no physical

barrier.

5. During breaks and lunchtimes, all children are supervised by at least 3 adults
6. Guidelines on appropriate supervision levels on school trips are always followed and monitored by the EVC.
7. Anti-bullying procedures can be found on the school website and a summary statement is in the school brochure.
8. Children receive regular training sessions on keeping safe and anti-bullying from KIDSAFE qualified trainers.
9. Intervention to prevent or alter risky behaviours are organised by our Pastoral Support team and include Seasons for Growth sessions, adult/ child pathway training, Strawberry Fields, domestic violence groups, art therapy, play therapy.

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

1. Regular training of 1st aiders is maintained with a list of 13 first aiders available.
2. First aid equipment is ordered and checked by school office staff.
3. All first aid equipment is stored in boxes throughout school.
4. A first aid room with a variable height bed, locked medicine cupboard and display board is available next to the entrance to the school playground.
5. In the case of a medical emergency a first aider will make the decision whether or not it is necessary to notify parents.
6. If parents are not available, SLT will speak to the first aider and decide whether or not to arrange for a paramedic/ambulance to attend.
7. All injuries are reported in either the minor incident book or the accident register.
8. Any hospitalisations for injuries/illnesses whilst in the premises will be followed up by a RIDDOR.
9. Individual children's health needs sometimes necessitate specialist training for class teachers which is organised by the SENCO/Headteacher and run by specialist trainers such as the school nurse, ACORN Psychology, CAMHS, SENSE, IDSS or relevant health care professionals.
10. A CAMHS worker is employed 1 day/week to provide supervision to staff and work with individual children/families.
11. Pastoral group will refer children for appropriate therapeutic intervention offered within school, ie, ACORN Play therapy sessions – ½ day/week and/or Art therapy – 1 day/week.

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

1. The school brochure and a page on the website have a full list of school staff.
2. Class based staff take children out to parents at the end of the school day and meet parents bringing children to school during breakfast times.
3. A member of staff is on the playground in the morning to meet and greet children and parents.
4. Front of house team are accessible and welcoming.
5. Appointments are available for parents to meet HT/DH/CT’s/SENCO/HSLW. Parents can either make these appointments by phone or by visiting the school office who keep copies of diaries.
6. Parents are kept informed through 2 breakfast sessions/week with their child.
7. 3 whole school open days/year
8. Class based open mornings
9. Parents’ evenings
10. Annual reports
11. Annual review meetings
12. IEP meetings
13. Weekly newsletters
14. Weekly class blogs
15. Nurture and Group Stay and Play sessions
16. Parent courses programme
17. Parent coffee sessions

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

1. Pupil voice is encouraged through:

- Annual completion of Pupil Attitude Questionnaire
 - School's Council
 - Pupil input on curriculum planning
 - Class blogs
2. Parents become involved in school life by:
- Volunteering
 - Parents' Association
 - Attending in school events
 - Parent Governors
3. Governors and other agencies are involved in school life through:
- Children's Centre bridging room used as a venue for CC run events and activities.
 - CC run Summer School.
 - Moving On Up Group – mentors from 6th form work with Year 6 and Year 7 children to assist transition.
 - CAMHS worker provides support for parents, children and supervision for staff.
 - Art therapist provides therapeutic programmes for individual pupils.
 - KIDSAFE provides training for staff and class based projects for children on keeping safe.

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

1. Help and support available for the family.
2. Learning Mentors assist parents who require support in completing forms.
3. HSLW and School's Social Worker address individual family issues that parents require support in.
4. HSLW addresses issues around attendance including travel issues and where necessary refers to the Pastoral team.

Transition to Secondary School

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

What the school provides

1. Secondary school open days.
2. Induction visit.
3. Information meetings where needs of individual children are discussed.
4. Events run at High School are attended by our school pupils.
5. Ex-pupils perform concerts at the school.
6. Sixth form mentors are attached to a Year 6 mentee through the Moving Up programme and both prepare the children for entering High school and work alongside the children on entry to Year 7.

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

1. Breakfast for everybody 8.45 – 9.05.
2. Extensive range of extra-curricular activities offered to children from FS to Year 6 free of charge.
3. Full timetable of school visits/visitors to which parents are invited to make a voluntary contribution for costs (shortfalls are met using Pupil Premium funding).
4. Whole year group instrumental lessons are offered.
5. Children are supported in playtime interactions by a large number of staff some of whom work in a Playleader role.
6. Children who struggle in the playground are supported in the Nurture Room by Learning Mentors.