



**SEN and Disability**

**Local Offer: Primary Settings**

**Primary Settings Template**

Mainstream, Short Stay Schools, Special  
Schools and Academies

Coates Lane Primary School - 13041

<b>School/Academy Name and Address</b>	Coates Lane Primary School Kirkstall Drive Barnoldswick Lancashire BB18 6EZ		<b>Telephone Number</b>	01282 812203
			<b>Website Address</b>	www.coateslane.lancs.sch.uk
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	No			
<b>What age range of pupils does the school cater for?</b>	Coates Lane is a Primary School for children aged 4-11 years old.			
<b>Name and contact details of your school's SENCO</b>	Sara Toomey Tel: 01282 812203 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 website.

## **Accessibility and Inclusion**

### **What the school provides**

The school is almost entirely accessible by wheelchair. There is a disabled parking space at the front of the building with a ramp leading to the main entrance. Key Stage 1 is all on the same level with a medical room which has a disabled toilet, changing facilities and a shower. There are 5 steps down to the Key Stage 2 section of the building, however there is a lift which allows wheelchair access.

The only areas which would not be accessible by a wheelchair from inside the building would be the library and Class 3. In the past we have had a child with Cerebral Palsy who was in a wheelchair, it was possible to swap classrooms around in order to avoid the use of stairs for this pupil.

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 EAL children in school.

We use visual timetables to aid learning and are able to use more visual aids of need be.

We do not have furniture that is adjustable.

We use laptops and iPads to enhance learning.

## **Teaching and Learning**

### **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 & Language difficulties. The Teaching Assistants are able to support children during SATs as well as modified tests if need by e.g. enlarged texts, coloured overlays.

We work closely with outside agencies e.g. Speech & 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 has completed the National Award for SEN Co-ordination.

The staff have annual Epi-pen, Epilepsy and Asthma training provided by the School Nursing Team.

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 the school provides**

Review meetings for children with EHC Plans are conducted by the SENCO following feedback from the Class Teacher and Teaching Assistants. 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 an EHCP 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**

### **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 am, classrooms are open from 8.45 am 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. Parents can park on the streets around school and walk the children onto the site.

The Anti-Bullying Policy is available on request from the Headteacher.

## Health (including Emotional Health and Wellbeing)

### 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, the SENCO will meet with 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.

In school all of our Teaching Assistants are Paediatric First Aid trained. In the case of an emergency these members of staff would attend to the child, parents would be called by the school and Emergency Services also called if necessary.

We have visits to school by the School Nursing Team, Speech & Language Service, Children & Family Wellbeing Service, Occupational Therapists and Educational Psychologists. We also employ a Counsellor for children to access and a Learning Specialist to carry out assessments and prepare reports.

## Communication with Parents

### 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 Parents Consultation Days twice a year where Parents have the opportunity to come into school and discuss their child's progress and targets.

At the end of the school year we provide children with 2 moving up afternoons in order to help with transition to their new classes.

We have an Open Day where people are welcome to come and view our school, and we also make individual appointments for those that can't come on the Open Day.

## Working Together

### **What the school provides**

We have a School Council Team who meet regularly in school to discuss issues of importance. Children from all classes re involved.

The Headteacher, Subject Leaders and Governors have 'Listening Learners' sessions where they talk with the children about various issues.

Children complete a questionnaire annually about their thoughts and opinions on school.

Parents are welcome into school to volunteer in class, 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 Headteacher, promote the involvement of many agencies in school.

### **What help and support is available for the family?**

#### **What the school provides**

We employ a SENCO for half a day a week who is available to help parents with any questions they have on SEN matters.

We employ a Counsellor for 1 day a week who works with both children and parents, providing support and strategies to help both at school and at home.

We employ a Literacy Specialist once a month who works with both children and parents, she carries out assessments then produces reports and advises on procedures and routines to follow.

We facilitate a SEND coffee morning every week where outside agencies come to school to help parents – different agencies come periodically through the year to talk about their specialist subject.

If Parents want to access any of the above services, they can either telephone or email school to request support.

### **Transition to Secondary School**

### **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

Have a visit in school from a member of staff at their new school

If they are on the SEN Register, they will have 2 'taster days' at their new school

School staff will:

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

Send as much information and data to the new school

Liaise closely with Parents to reassure them how they are preparing them in school for their transition

### **Extra Curricular Activities**

#### **What the school provides**

We offer a Breakfast Club which operates from 7.45 – 8.55 am and an After School Club which operates from 3.15 – 5.45 pm.

We offer holiday clubs at every holiday which Parents have to pay for as this is run by an external company.

We also offer various extra-curricular clubs after school and at lunchtime, some school will pay for but some Parents will have to pay for. The clubs are:

Eco Club

Choir

Multi Skills

Art Club

Girls Football

Boys Football

Netball

Gymnastics

Dance

Zumba

Science Club

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

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

Parents are charged for some clubs, but some are free. We do at times pay for FSM children to attend a club if finances are a barrier.

Children can have music lessons in school, but these are not free to children.

## **Feedback**

### **What is the feedback mechanism**

We appreciate feedback for both Parents and children – as mentioned previously we do have an open door policy and welcome communication.