



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Royles Brook Primary**

School Number: **02/036**

Royles Brook is a very caring and fully inclusive school and it is our aim to provide fully for every child's needs. In order to develop and achieve to their full potential we believe that your child must feel secure and safe in every aspect of school life. Ensuring that their time at school is a happy and productive experience, we endeavour to remove any barriers which would otherwise prevent this.

Accessibility and Inclusion

What the school provides

- Royles Brook Primary School is fully wheelchair accessible.
- In our car park we have a designated disabled parking space and we ensure that any of our families who have a disability are able to park in the school car park to access the school if required.
- We have an accessible disabled toilet.
- As a school we ensure that any information is accessible for all our members of our school community. We can provide different font sizes on request.
- Our school currently has 3 families where English is their second language. We have bought in specialist advice and staff are going on training.
- We make personal provision for families with additional needs that we are aware of.
- Any modifications to the school building comply with the current regulations.
- All the resources in our school are appropriate for the age and the ability of our children and they have equal access to them. Furniture is appropriate and needs specific.
- The school has a range of ICT programmes for pupils with SEN. There are PCs and laptops and every classroom has an Interactive Whiteboard.
- We gain access to any specialist equipment where necessary.
- Information for parents and carers is available on the school website in addition to regular newsletters. Messages to parents and carers are also sent by text message.

Teaching and Learning

What the school provides;

- We use various sources to identify any SEN needs that our pupils may have. This may be as a result of teacher or parent referral, or identification by external agencies.
- Assessment data is used half termly throughout the school to track pupils and identify areas where intervention and support is required.

- We have a high proportion of teaching assistants who work with identified children, either 1:1 or in small groups, and teachers plan accordingly to meet all the needs of the children in their class.
- We work closely with external agencies who advise on SEN issues and support us in using appropriate resources with the children.
- All staff receive appropriate training throughout the year.
- The SENCO oversees the SEN in school, ensuring that all children can access the curriculum effectively and that parents and staff feel appropriately supported to ensure good outcomes for all.
- We carefully consider any children with SEN when testing is taking place and follow National Guidelines in making applications for special consideration where appropriate.
- Each year an audit of SEN provision is carried out and any relevant information is passed on to the child's next teacher.
- Our bank of resources is added to whenever advice is given and throughout the year, where possible, we purchase new resources specifically for our SEN children and to support staff in delivering the curriculum.
- We have an SEN provision map which illustrates the range and level of support for individual pupils and groups with similar needs.
- In the case of children with Hearing Impairment, Visual Impairment or medical needs, specialist support, equipment and training is provided by Specialist Agencies.
- A number of staff have a paediatric first aid qualification and there is always a qualified first aider on site.

Reviewing and Evaluating Outcomes

What the school provides

- We hold regular meetings for all children in our school. Those who have a Statement or an Education, Health and Care Plan, or who have other additional needs have an annual review meeting. All key staff, parents, the pupil (if appropriate) in addition to external agencies are invited to contribute to determine the best outcomes for the child.
The SEN register is reviewed regularly and adjustments are made accordingly.
- We monitor the progress of our SEN children as individuals at least termly and also as a group annually. Tracking is used effectively to ensure that best progress is being made.
- All parents and carers of all pupils receive two written reports a year. They are also invited to two parent's evenings per year.

Keeping Children Safe

What the school provides

- Risk Assessments in place at our school for the wide range of activities within

our curriculum with clear control measures implemented and adhered to.

- We also use independent consultants, e.g. Fire Service, where more specialised/detailed risk assessments are required in order to ensure statutory legal compliance.
- The school utilises the services of Lancashire PROP Services to ensure that the site/infrastructure is continuously compliant in relation to premises management regulations under the 1974 Health and Safety at Work Act.
- More specific risk assessments are undertaken as and when we feel those are required and necessary, including educational visits. The Lancashire 'Evolve' system is used for this.
- Additional adults always accompany school trips and the majority of these adults are school staff. The school always meets minimum supervision ratios but usually include additional adults so that the adult: child ratio is small. All visits are fully risk assessed and permission is gained from the Local Authority when necessary.
- All staff including teachers, support staff and welfare staff are trained annually in Level 1 Child Protection training. The Headteacher, who is our Designated Senior Person (DSP) and the backup DSP are regularly updated with their training. The Chair of Governors is also trained in Level 1.
- Our school doors open early in a morning to allow for a calm and settled entry into school with appropriate adult supervision in place both inside and outside of school.
- At the end of a school day, children are handed over to the designated carer by each class teacher.
- Our parents are aware of parking arrangements and when the school car park can / can't be used for safety reasons. We do make exceptions at times for those families with a specific need.
- We ensure that our children are appropriately supervised during break and lunchtimes, following County guidelines.
- Our Anti-Bullying and 'Behaviour' policies are available to all parents on request and are also published on our school website.

Health (including Emotional Health and Wellbeing)

What the school provides

- Any medication (apart from inhalers) which are kept in school are stored safely in locked areas and according to Lancashire County Council guidelines.
- If a care plan is necessary to ensure a child's safety and well-being, parents, staff and the school nurse work in collaboration to do this.
- We ensure that all the staff are familiar with the plans and that relevant training has been provided.
- Most of our staff have been trained as first aiders and we meet the requirements for paediatric first aid personnel.
- Our Reception and Year 6 have their weights and heights monitored as part of an annual programme.
- The Life Education Bus visits school every 2 years and delivers age-specific health programmes to all children.

- We have close links with the local Children’s Centre who provide relevant support when needed.
- Royles Brook also has a Learning Mentor working in school, who supports children through a planned and timetabled approach but who is also reactive to children’s health and wellbeing on a daily basis.
- The Learning Mentor also works closely with Trinity, offering a range of support from counselling to Transition to High School.
- Team Around the Family meetings are also held where relevant, with the school working collaboratively with Health and Social Professionals.
- We also have a Family Link Worker who works with pupils and their families and has close link with outside agencies.

Communication with Parents

What the school provides

- Parents are welcomed into school at the school office at any time throughout the school day. Our open-door policy enables parents, where appropriate, to relay messages to the class teacher at the beginning and the end of the school day at the doors. Where there are more detailed conversations required, an appointment system is established.
- The school has a parenting texting service to relay information and reminders to parents and carers.
- Emergency contact details are held for each child in the school office.
- Parents are invited to complete a parental attitude questionnaire annually. Findings from this questionnaire are reported to the Governing Body and are reflected within the actions of the School Development Plan
- Ofsted’s ‘Parent View’ is also used by our families and provides important information for the school and the inspectors.
- Parent meetings are held twice a year with class teachers, which allows parents to comment in person and we also have make the provision for parents to provide feedback following the reading of their child’s annual report.
- Families new to the school are encouraged to look around the school individually during the school day so that parents can experience the school in action. An Induction Evening for parents of children entering into early Years is carried out in the Summer Term prior to their child’s arrival.
- Parents are invited into school regularly. We also have information evenings, music productions, residential evenings and many more events for our school community.
- We have a well-established and informative school website where newsletters are published along with a range of other information.

Working Together

What the school provides

- We have a School Council who are elected by the children themselves on an annual basis. The Council meets regularly to discuss issues brought up by staff and also to incorporate the children's own thoughts. Suggestions from the school council, where necessary, are presented to the Governing Body for discussion. It is on the Governing Body annual agenda that members of the school council present in person at the meeting. Where appropriate, the School Council are active members of the interviewing panel for newly appointed staff.
- We use 'Pupil Voice' to formally ask the children's views. This is analysed by the LA and our data used to produce points for action as well as discussion with staff. We use all our children in Y4 and Y6 children to complete this, due to the nature of the questions and understanding required.
- As previously mentioned, our parents work in partnership with the school about their child's education.
- Our PTFA meets regularly and hold regular fundraising and social events for children, parents and staff.
- We have good representation from our parents on our Governing Body.
- We have a nominated Governor for SEN.
- We have good links with our local Children's Centre and School Nurse, enabling us to provide relevant and effective support to our families when they are in need. A whole range of external agencies work with our children in school as well as supporting our families directly.
- Referrals are made to Social Care where it is appropriate by the DSP.
- Every parent signs a home school agreement when joining our school.
- The Governing Body are trained in Level 1 Child Protection and they have also attended curriculum / child protection training alongside our staff.
- The Governing Body also manages financial assessment, school effectiveness and any training requirements.

What help and support is available for the family?

What the school provides

- We support our families in many ways. We have an open-door policy and all staff are approachable.
- We support parents where necessary with form filling; this may come from the SENCO, class teacher or support staff, or in collaboration.
- Any relevant information given to the school is passed on to the parents of children with SEN if appropriate. We work with the LA on travel plans,

supporting any eligible pupils get to school.

Transition to Secondary School

What the school provides

- We meet with the relevant member of staff at the secondary school prior to transition to discuss further the needs of the children.
- We also pass on information from the child's individual SEN folder, which includes IEP's and assessments.
- Depending on the need of the child, additional visits to the setting may be appropriate, as may discussions involving the parents too.
- The school also accesses a transition support group for identified children. This is accessed from Trinity.

Extra Curricular Activities

What the school provides

- We offer childcare before and after school. This is from 8am to 5:30pm and is provided by an external organisation. This is available to all children.
- We offer a wide variety of extra-curricular clubs and sporting activities for all of our children. As most of these are run by the school's staff, these are on offer at no cost to the families. However, we also host clubs from external agencies and where these do incur a charge, we are mindful of expense and ensure they are as reasonable as possible. All clubs and activities are inclusive, however some are naturally age specific. Places can be limited as manageable numbers are required to ensure both safety and maximum enjoyment.
- We are proud that we are a friendly and very caring school. We know our children and families well.
- Our children are all in house teams, work collaboratively together and are rewarded for their successes
- Gathering together for daily worship provides us with an opportunity to come together as a school family to celebrate and support each other.
- The Learning Mentor supports individual or small groups of children if they are experiencing friendship or social difficulties.
- All Reception children are assigned buddies when they enter Royles Brook Primary School to help them to settle in and make friends.