



SEN and Disability

Local Offer:

Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Heskin Pemberton's C.E. Primary School

School Number: 888/3409

School/Academy Name and Address	Heskin Pemberton's C.E. Primary School Withington Lane Heskin Chorley Lancashire PR7 5LU		Telephone Number	01257 451365
			Website Address	www.pembertons.lancsngfl.ac.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?	4-11 years			
Name and contact details of your school's SENCO	Katie King			

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	Alan Brindle		
Contact telephone number	01257 451365	Email	head@heskinpembertons.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.

Accessibility and Inclusion

What the school provides

- Heskin Pemberton consists of one building.
- The building is fully wheelchair accessible with disabled ramps located at the front of the building, outside the media library, outside Class 3 and from EYFS.
- There is a disabled toilet and shower facility.
- Policies and procedures are available on the school website. They can be made available in different font sizes, in audio format or other languages on request.
- Our school curriculum is planned and differentiated to meet the needs of all pupils. In order to support such learning, all teachers use a range of teaching styles and additional resources are provided for individual children when needed.
- Though school has no specialised equipment, materials and furniture can be provided to meet individual needs.

Teaching and Learning

What the school provides

- The SENCo will work with staff to ensure that all pupils who may need additional support to that normally catered for within the classroom, are identified as soon as possible.
- The progress made by all pupils at school is regularly reviewed and monitored, however the school does not identify pupils as having special educational needs unless they require action that is additional or different from the graduated approach implemented in the classroom.
- Teachers consult with the SENCo when evidence is gathered through assessment and monitoring arrangements to show when they have concern about a pupil's progress. Triggers for concern are outlined in the SEND policy and the SEND Code of Practice.
- The SENCo will support class teachers by assessing/observing a child and may seek support from external agencies, such as Educational Psychologists and Speech and Language Therapists.
- Teaching assistants are deployed appropriately to support individuals or small groups.
- Resources and materials are purchased to support individuals where necessary.
- Training needs are constantly reviewed, though professional development and internal and external training is provided on an on-going basis.
- The SENCo has a degree in Special Educational Needs, has experience working with individuals identified as having SEN and has experience of working in a range of specialist settings.
- Necessary adjustments are made for pupils with SEN to support them during tests such as SATs. Access arrangements can be applied for, whether this be for additional time, readers or a scribe. In some cases, children may be withdrawn from these assessments if necessary.

- The SENCo and Headteacher monitor provision across school. Resources are allocated flexibly to ensure children's needs are met. A provision map is produced each term to illustrate the range of intervention groups and support being provided.

Reviewing and Evaluating Outcomes

What the school provides

- Statements and EHCs are reviewed annually, or more frequently if necessary in accordance with Lancashire guidelines.
- IEPs and intervention groups are monitored by teachers and the SENCo termly.
- Teaching assistants are allocated to either a class or an individual on a needs basis, with adjustments made when necessary.
- Pupil progress meetings are held termly to review progress and identify children who may need additional support.

Keeping Children Safe

What the school provides

- Risk assessments are completed regularly by the identified health and safety person and governors to ensure safety for all.
- In specific circumstances, risk assessments may be needed for individual children.
- The playground is supervised by a member of staff at the door at the beginning of each school day.
- Children from the infants are met by the parents at their classroom door at the end of the school day.
- Children in the juniors are taken to the door to the playground at the end of the school day and wait with their teacher until an adult is there to collect them.
- Alternative arrangements can be made for individual children if necessary.
- Risk assessments are carried out for all out of school activities and in other circumstances where it is deemed necessary. A higher staff to pupil ratio may also be put into place when required.
- Policies on safety and anti-bullying are available on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

- Staff at this school can only administer medicines to those children who require regular medication for a medical condition. For any other medication, for which well-being would be affected without it, parents must fill in a consent form explaining how to administer the medication.
- All medication is kept in a safe but accessible place and can only be administered by trained staff. There is a separate medicine cabinet for KS1 and a separate medicine cabinet for KS2.

- Care plans for children who require regular or emergency medication will be created in partnership with the school nurse and parents and will be reviewed accordingly.
- All staff are made aware of complex medical needs and given training when necessary.
- In a case of medical emergency, staff will follow the procedures identified in the child's care plan.
- Some staff are fully trained in first aid.

Communication with Parents

What the school provides

- The first contact for parents is the class teacher.
- Heskin operates an open door policy, whereby the parents are welcome to talk to staff at any appropriate time. Some longer conversations may however require an appointment.
- There are open days held for prospective parents.
- Reports are sent out three times a year. Interim reports are sent out at the end of the Autumn and Spring term, with a full annual report sent out at the end of the Summer term. A response slip is provided for the parents, should they like to give any feedback.
- There are a variety of other ways in which parents can feedback to school: emailing through the school website, feedback slips on reports and verbally.
- Parents of children with an EHC or Statement will be asked to complete a questionnaire or give their views verbally for the child's annual review.

Working Together

What the school provides

- All children are given the opportunity to have their say through the school council. A representative is chosen by the children for each year group in school, including Foundation Stage. Representatives in each year group discuss issues with their class and then present them at the school council meetings.
- Subject leaders carry out pupil voice questionnaires with the children so that they have the opportunity to express their views on the curriculum.
- As noted in 'Communication with parents,' parents can express their views in a variety of ways.
- Parents have many other opportunities to get involved in the life of the school such as through volunteering in class and standing for parent governor when opportunities arise. They are also invited to attend annual reviews and parents' evenings.
- Parents are also welcomed to join the school's PTFA who organise a range of events.
- The Headteacher writes a report to the governing body. The finance committee are responsible for agreeing the annual expenditure for meeting the needs of pupils with SEND.

What help and support is available for the family?

What the school provides

- Help is available from a range of people within school to complete forms and paperwork. This may be from the school bursar, the SENCo, the class teacher or the Headteacher.
- Where necessary, the school may request or signpost parents to support from external agencies.
- A range of information is available on the school website.
- Parents are welcome to contact school regarding aspects of their child's needs, though school has no current experience of travel plans.

Transition to Secondary School

What the school provides

- Each year pupils visit their forthcoming secondary schools for taster sessions. Additional visits will be arranged for children with special educational needs.
- Year 6 teachers meet with secondary staff to pass on information and transition documents are provided to give additional information.

Extra-Curricular Activities

What the school provides

- School offers a breakfast club which begins at 7.45 am and an afterschool club until 5.30pm. It is available to all pupils and reasonable adjustments will be made as necessary to meet the needs of individual children.
- School offers a wide range of free and fee paying clubs, before school, after school and during lunchtimes. These change termly. They are available to all children in the designated age range and again, reasonable adjustments are made as required to meet the needs of individual pupils.
- Music tuition is also available for guitar lessons.
- Year 5 and 6 pupils are offered the opportunity to go on a residential visit. All children are encouraged to take part and financial support may be available in some circumstances.
- All children participate in PSHE lessons where they are encouraged to develop their social skills.
- Children in Year 6 operate a buddy system with new starters in EYFS to encourage friendships within their year group.
- Year 6 children also operate a Change 4 Life programme during lunchtimes which encourages children to develop friendships and play with each other.

Feedback

What is the feedback mechanism

- Feedback can be given in a variety of ways as previously stated in 'Communication with Parents.'
- The Headteacher's email is available on the school website and individuals are welcome to ring school to discuss matters further.
- Feedback may be in the form of telephone discussion, email response or when necessary, a meeting can be held.