

SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Aughton Town Green

School Number: 08019

School/Academy Name and Address	Aughton Town Green Primary School.		Telephone Number	01695 423688
	Town Green Lane, Aughton, Ormskirk, Lancashire. L39 6SF		Website Address	www.towngreen.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:	
	✓			
What age range of pupils does the school cater for?	rising 4 to 11			
Name and contact details of your school's SENCO	Mrs N. Earl senco@towngreen.lancs.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 N. Huxley – Head teacher Mrs N. Earl - SENCo		
Contact telephone number	01695 423688	Email	head@towngreen.lancs.sch.uk senco@towngreen.lancs.sch.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

Accessibility of the environment:

- The school building is wheelchair accessible for ground floor classrooms.
- The school provides wheelchair access from the playground to a number of classrooms, to the main office and from the car park.
- The car park has two designated disabled parking spaces.
- The school has a disabled toilet, shower and changing facilities.
- There is an interactive whiteboard in every class.
- If a child has a visual difficulty, fonts and backgrounds would be changed as necessary.

Accessibility of information:

- Letters (paper copies) go to families **every** Wednesday to inform about ongoing activities within school. This can be requested in different font sizes.
- This information for parents/carers is also available via the school website.
- If parents/carers first language is not English, school will make appropriate arrangements.
- Policies and procedure are available on the school web site.
- There is a notice board at the front of school, which can be seen from the pavement.
- Families receive a half-termly news letter.
- Face to face meetings can be arranged for parents/carers and families with additional needs. These can be arranged via the school office or by e-mailing school.
- All staff wear photographic name badges.

Accessibility of provision:

- Provision in classrooms is accessible and appropriate for all children.
- Furniture size and location of classrooms are age appropriate.
- Resources are clearly labelled both with pictures and written labels to allow the children to access the resources.
- Specific 'small' equipment is available, e.g. pencil grips, scissors, rulers etc
- Specific resource programmes are available, i.e. Numicon, Stile, PECS (Picture Exchange Communication System), Signalong.
- Specific programmes for the child to work on with an adult are available, i.e. Alpha to Omega, Sounds-Write, Toe-by-Toe, Word Wasp, Word Shark etc.
- Specific resource activities linked to socialisation, positive play, self-esteem.

Specialised equipment:

- School uses i-pads to support learning.
- There is an ICT suite (Information & Communication Technology) in school.
- Specific 'large' equipment is available if needed i.e. height adjustable table, sloped writing surface, footstool, support chair, toilet equipment etc.
- Specialised equipment recommended by outside agencies will be purchased if possible within the financial budget of the school.

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

Identifying and assessing:

- Assessments, reading, writing, phonics at Key Stage 1(KS) and numeracy, are administered by class teachers, termly. Children not making the expected progress are identified and discussed with the SENCo (Special Educational Needs Co-ordinator).
- If a class teacher is concerned, or a parent/carer expresses a concern, about a child with regards to speech, behaviour, emotional, physical or sensory development this will be discussed with the SENCo and a suitable programme actioned.
- Regular discussions take place between class teachers, TA's (Teaching Assistant) and the SENCo. Parents will be informed of concerns at a parent/carer evening or at a specially arranged meeting with the class teacher.

Additional support in the classroom:

- There is a TA within each class to support SEND (Special Educational Needs and Disability) children through small group work or 1:1 activities.
- Children with a Statement of Educational Need will have timetabled, 1:1, TA support.

Access to the curriculum:

- Access to the curriculum is through differentiated tasks, small group activities and TA support.
- Also through the use of ICT e.g. i-pads and computers.
- External support from speech therapists, occupational therapists, Twinkle House, Golden Hill, Community Paediatrician, EAL (English as an Additional Language) etc.
- We will always work with any agency linked specifically to a child's difficulty.
- Laptops can be made available if required to support learning.
- In some circumstances children can be introduced to a touch typing programme.

Staff training and specialisms:

- Staff working with children with a specific difficulty will attend relevant courses, they will then cascade information to other staff and TA's working with the child.
- Staff and TA's within school have specialisms in areas of SEN need, they will support other staff. Areas covered are:- Dyslexia - ABMDA (Associated Member of the British Dyslexia Association), Autism, Speech Language and Communication ELKAN (programme developed by Elks & McLachlan).
- All staff (teachers, TA's and welfare) are involved in Behaviour Management training. This has included in house policy and practice (including restraint procedures), LCC (Lancashire County Council) and Golden Hill training sessions.

Ongoing support:

- Ongoing support is available to staff through weekly staff meetings and the SENCo meets with the TA's, regularly.
- We receive and act upon support and advice from outside agencies.

SATs (Statutory Assessment Tests) arrangements:

- SEND children are usually in small groups for SATs.
- Access arrangements such as extra time or a reader will be arranged, discussed with parents/carers, depending on the child's level of need and adhering to the current guidance document.

Provision map:

- The SEND provision map indicates the current support the children are receiving both in the classroom and via small group work.
- It specifies area of need, provision, timing; staffing and level of support i.e. Wave 1, 2 or 3. (Wave 1, differentiated, quality first teaching by the class teacher, Wave 2, small group support, Wave 3, 1:1 support following a specific programme).
- It is reviewed termly.
- There is a SEND resource area accessible to all staff which is updated regularly.
- There is funding within the school budget for SEND resources each year.

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

SEND review meetings (Statement and EHC plans):

- Statement and EHC plan reviews are conducted annually. Parents/carers, the class teacher, TA and outside agencies are invited to attend. Interim reviews can be arranged if needed.

SEND review meetings (other difficulties):

- 'Children' is on the agenda of every staff meeting.
- IEP's (Individual Education Plans) are reviewed two or three times a year, depending on level of SEND, this is completed jointly by the class teacher and SENCo.
- Parents/carers are invited to a review meeting to discuss the outcomes of the previous IEP and the future targets on the new IEP.
- Medical Care Plans – are written by the school nurse and presented at a meeting with the class teacher and then at a staff meeting. These are on a notice board in the staff room with a photograph of the child.
- Meetings can be arranged through the school office with the SENCo or Class Teacher, if parents/carers have SEND concerns about their child.
- Children with medical concerns will be referred to relevant NHS agencies. SLCD (Speech, Language & Communication Development), OT (Occupational Therapy), Physiotherapy or the school nurse etc.

Assessment and evaluation of provision:

- Children are assessed for Reading and Writing via the APP (Assessing Pupils' Progress) and Mathematics via the Wigan Assessment system. These give a National Curriculum (NC) sublevel of attainment.
- Phonics in KS1 is assessed via the 'Letters and Sounds' phased assessment and the National Y1 screening check.
- Science from Year 2 is assessed via the 'Rising Stars' assessment and teacher assessments.
- Other subjects are assessed via teacher assessment using NC expectations.
- EYFS (Early Years Foundation Stage) is assessed via the EYFS Profile (EYFSP).
- Progress of children on the SEN register is monitored termly using the Lancashire Assessment Tracker. This gives sub levels of progress.
- Children not making expected progress are discussed in a pupil progress meeting with the SMT (Senior Management Team) to establish the possible reasons why and any barriers to learning which can be targeted through future teaching.

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

Risk assessments:

- Risk assessments for children with SEND will be completed jointly by the school nurse, parent/carer, class teacher, SENCo and Headteacher, before the child begins school.
- They will be updated 'at least' annually, but can be updated at anytime should circumstances change.
- General curriculum and non curriculum risk assessments (e.g. classroom, school field and pond) are completed by the Senior Leadership Team and shared with all staff.

Handover arrangements:

At the start of the day:

- All children come into the playground from 8:40am, the whistle goes at 8:50 am and the children line up. Class teachers will be on the playground. EYFS children are taken to the class doors from 8:40am and handed over to staff.

At the end of the day:

- EYFS and KS1 staff must see a parent/carer before handing over any child.
- Teachers in Year 3 and 4 will oversee the handover of children to parents/carers.
- For children with SEND an appropriate method of arrival and handover will be discussed and agreed by the parent/carer and class teacher.

Parking:

- There is parking on Town Green Lane and other local roads. Parents/carers are encouraged to use the Parish Council car park in Winifred Lane.
- There is a lay-by outside school; a 'drop off' system operates in the morning. At other times parking in the lay-by is limited to 20 minutes.
- Parents/carers of children with physical difficulties can access the staff car park, also children with temporary disabilities i.e. a broken limb.

Supervision at lunch and break times:

Lunchtime

- A specified member of the Welfare team will 'be aware' of a child with a low level need, or give 1:1 support for a child with a high level of need.
- Discussions will take place regularly between the class teacher and the Welfare support.

Break time

- The staff on duty will always be aware of the children with difficulties.
- If required, a child's class TA will support outside in a 1:1 capacity.

Safety outside the classroom:

- Arrangements are made according to need, i.e. 1:1 TA support for PE and school trips if required.
- Risk assessment via EVOLVE (Educational Visits Approval System) are completed for all out of school visits.

Anti bullying policy:

- Is on the school web site.

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

Medication:

- A clear medication policy is in place (see school policy section of the web site).
- The school will only administer prescribed medications with written consent from parent/carer (see school policy section of the web site).
- Parents/carers are responsible for providing any medications and checking dates.
- All medications are secured in school or the Head teacher's office.

Care plans:

- Meetings are arranged with all stakeholders to agree a suitable plan.
- '*Children*' is on every staff meeting agenda.
- Care plans are on the staff room notice board with a photograph of the child.

Medical emergency:

- Emergency Services will be summoned as appropriate.
- In the event of a child requiring hospital treatment the school will document this through a RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) form.

Staff training:

- Staff from all areas of school: teachers, TA's, non teaching staff, welfare attend regular First Aid training from LCC.
- School have an appropriate numbers of staff trained as first aiders.
- School have appropriate numbers of 'paediatric' trained staff.
- Training and training updates are given regularly via the school nurse i.e. use of epipen, diabetes.

- If any specific training is needed i.e. lifting and handling, this will be arranged.

Health and therapy services within school:

- There are no health and therapy services based in school.
- SLCD, OT and physiotherapy services (to name some), will come to school to assess and work with children. The level of support is according to the need of the child and decided by the health agency.
- They often provide blocks of support and leave a programme of support which the TA will work through with the child.
- Children are referred to these services by the school or GP, the decision to assess is made by the service. Re-referrals can be made.

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

Parent contact with school:

- Staffing structure, staff names and responsibilities are on the school website.
- Parents/carers can request an appointment with the Head teacher, SENCo or other staff via the office or e-mail.
- There are contact details on the school website. All correspondence will receive a response.

Communication with staff:

- A ‘Meet the Teacher’ evening is organised at the start of every year.
- Parents/carers are encouraged to talk to their child’s class teacher at the beginning or end of any day to discuss small issues.
- For concerns that may take longer to discuss, a time can be arranged with the class teacher or through the school office.
- If parents/carers wish to see the Head Teacher an appointment can be made through the school office.
- If parents/carers wish to see the SENCo, small issues can be discussed at the beginning or end of the day, or an appointment made via the office or e-mail.

Progress information:

- There are parent/carer evenings in the autumn and spring terms. These have timed 1:1, appointments. School arranges sibling appointments to be convenient.
- All children receive end of year reports which indicate their current levels and progress made.
- IEP review meeting for children with SEND are bi-annually or termly according to the level of need. These may be within the parent/carer evenings when additional time will be allocated.
- Parents/carers can request additional meetings via the school office or an e-mail.

Open days:

- Each half-term, in EYFS, parents are invited to their child's classroom to engage in activities with them.
- There is a community open day in the autumn term, parents/carers; prospective parents as well as anyone in the community can see the school 'at work'. Specific lessons are timetabled.
- Appointment can be arranged, for prospective parents/carers, through the school office to visit the school at any time. Visitors will be shown round by the Head teacher or a member of the SMT.

Parent/carer feedback to school:

- The views of parents/carers are sought in many different ways: questionnaires, parent/carer workshops, feedback forms.

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

Pupil Voice:

- The school has a pupil council which meets with the Head teacher each half term to discuss relevant issues (playground equipment & behaviours, open days, charity events etc.)
- There is an 'Open Door' policy operated by all staff and the Headteacher where children are encouraged to voice concerns they may have.

Parent Voice:

- The school has an 'open door' policy for parents.
- The views of parents/carers are sought in many different ways: questionnaires, parent/carer workshops, feedback forms.
- Parent/carer working parties are often used to discuss policies (Behaviour 2013, Sex and Relationships 2014).

Parent involvement in school:

- Parents are welcome in school as 'parent helpers' in the classroom and on school visits. They require DBS (Disclosure and Barring Service) clearance before beginning. This can be applied for via the school office.
- When a School Governor appointment becomes available, all parents/carers are notified. An application with a proposer and seconder is required and a decision made via a parent vote.

- There is a PFA (Parents and Friends Association); parents are welcomed and encouraged to become involved. The PFA raise funds for the school through events for the children i.e. discos; school events - the summer fair, family events and adult social events - race night or wine tasting.
- Parents are invited to school events – assemblies, productions etc.

Governing Body involvement in SEND:

- There is a named SEND Governor.
- The SENCo and the SEND Governor meet regularly.
- In the autumn term the SEND Governor presents a SEND report to the Governing body relating to the previous year in school.
- The SEND Governor gives updates to the Governors throughout the year.
- Governors are well informed of the SEND services used by the school (OT, Speech and Language, CAMHS (Children & Adult Mental Health Service), Golden Hill etc).
- Parents and Carers are asked to support Home School agreements as their child enters school.
- Governing Body is well informed on SEND numbers and range of SEND difficulties.
- The Governors look to ensure SEND provision is the best possible within budget constraints.

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

Support for parents to complete paperwork:

- Parents/carers can request a meeting with the SENCo or the Head teacher for advice and support when completing forms or to discuss completed forms. An appointment request should be made via the school office or e-mail.
- Parents/carers will be informed of courses or parent support sessions provided by the LEA (Local Education Authority) that are relevant for their child's difficulty.
- The termly information magazine SEND (Special Educational Needs or Disability) provided by LPP (Lancashire Parent Partnership) is available in the parent seating area, for parents to read or take a copy (please ask office if unsure where to go in school).
- The SENCo has literature relating to various difficulties that can be borrowed on request.

Information, advice and guidance available through school:

- Class teachers or the SENCo are always available and will provide information, advice and guidance relating to any concerns a parent/carer may have regarding their child's SEND. A small issue may be able to be dealt with immediately; but an appointment can be made for a longer discussion.

Travel Plans:

- School will work directly with parents/carers of children who have an individual travel plan (appropriate access to school as necessary).

Transition to Secondary School

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

What the school provides

Transition support:

Nursery/EYFS, in the term prior to entry:

- EYFS teachers visit the nursery and have meetings with the SENCo.
- All parents are invited to an introduction meeting.
- All agency meetings can be arranged in school.
- The children have two organised visits to their new class.
- Children are encouraged to attend the 'Stay and Play' sessions.
- Additional visits and meetings can be arranged if the class teacher or SENCo feel they would be beneficial.

EYFS/Year 1

- a) Y1 class teacher and parents/carers meeting in the summer term of EYFS to give an overview of the changes as the children move onto the NC.
- b) All children visit their new classroom before the summer break so they know the teacher, classroom, toilets etc
- c) Additional visits can be arranged, if necessary, for a child with SEND or a child who may be unsettled by change; the child, with TA support, will become more familiar with the new classroom and facilities.

Year 1/Year 6 - Primary:

- As b) and c) above.

KS2/KS3 – Primary/Secondary

- Y6 transition review meeting with all agencies including the SENCo from the KS3 setting.
- All Y6 children have a 'visit' day to their new setting. Additional visits can be arranged for a child with SEND and will be discussed with parents/carers at the transition review in the summer term of Y6. They will be accompanied by their TA on these visits.
- If parents are concerned, it is recommended they arrange an individual meeting with the SENCo of the secondary setting to discuss issues and the possibility of buddying.

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

Out of Hours Care:

- The school has provision for 'wrap around care' through a 'Before School Club' and 'After School Club' provided by Portico Ltd.
- The Head teacher meets regularly with the 'Out of School Club' manager. Discussions regarding individual children's needs take place.
- School does not offer a holiday club at the moment.

Out of school activities:

- The school has a wide range of extra curricular activities which are available to different year groups through the year. These include: sports, drama, music, media, ICT, literature, craft and ECO.
- There is occasionally a charge for clubs if they are run by an outside provider (instrumental tuition, judo, team theme etc).

Inclusivity of clubs:

- All school 'out of class' activities are available to all children. They include sport, craft, music, chess and a book club. Special circumstances will be discussed, if necessary, with parents and adjustments made.
- School offers the opportunity to belong to the Children's University Trust, this offers learning activities and experiences outside normal school hours, some of which can be completed through our after school clubs. There is a small initial cost if parents wish to buy a Children's University Passport.
- All children are invited and encouraged to take part in school residential visits, Y5 to York and Y6 to an outdoor activity centre in Wales.

Socialisation/friendships:

- In PSHE (Personal, Social and Health Education) we follow the SEAL (Social and Emotional Aspects of Learning) programme. This develops friendships and socialisation.
- Children are encouraged to work within different groupings in the classroom.
- The Welfare staff had 'play training'; they teach and support children to play organised, structured games in the playground at lunchtimes.
- SEND children with social difficulties e.g. ASD (Autism Spectrum Disorder) follow specialised programmes which are individualised, i.e. PECS. They will be supported by their TA.
- There are social support group sessions within school for children with social difficulties. This is approached through games, activities and discussion.