



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Greenlands Community

School Number: 06011

<b>School/Academy Name and Address</b>	Greenlands Community Primary		<b>Telephone Number</b>	01772 792463
	Dawnay Road Ribbleton Preston PR6 BB		<b>Website Address</b>	www.greenlands.lancsngfl.ac.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>	However as the Head teacher, I take particular pleasure in reporting that our SENCO, Mrs Hatch is an absolutely outstanding Special Needs Coordinator. Mrs Hatch helps to ensure that we can and do meet the needs of most pupils who have the potential to be taught in a mainstream primary school.	
	No			
<b>What age range of pupils does the school cater for?</b>	4-11years			
<b>Name and contact details of your school's SENCO</b>	Mrs Louise Hatch 01772 792463 senco@greenlands.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.

<b>Name of Person/Job Title</b>	Mick Charnock (Headteacher)		
<b>Contact telephone number</b>	01772 792463	<b>Email</b>	<a href="mailto:head@greenlands.lancs.sch.uk">head@greenlands.lancs.sch.uk</a> or <a href="mailto:bursar@greenlands.lancs.sch.uk">bursar@greenlands.lancs.sch.uk</a>

## 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.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.greenlands.lancsngfl.ac.uk/index.php?category_id=96">http://www.greenlands.lancsngfl.ac.uk/index.php?category_id=96</a>		
<b>Name</b>	Mick Charnock	<b>Date</b>	April 2014

**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto: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

### School Information

- All of the building, including the external dining hall, is wheelchair accessible.
- We have accessible parking facilities.
- Auditory environment – lowered false ceilings in classrooms.
- Visual environment – pale coloured paintwork internal walls, so all displays and classroom working walls are easy to see.
- Definite accessible changing and toilet facilities.
- All readily accessible –website/brochure or policies via our bursar.
- Where relevant brochure/policies can readily be presented in large font.
- Other languages –we liaise with the pupil access team and the School transition team to access and present school information in other languages if required.
- Similarly our Bursar does meet (and will meet) with parents who are without access to laptops to support them filling in forms/Secondary School online forms.
- Similarly SENCO/Bursar/Mentors or Head do meet with parents/adults with additional needs.
- We have a changing bed installed for assistance with continence difficulties.

## 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 specialism/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

- All children are monitored and tracked through Quality First Teaching and assessment. Teachers use an Initial Concerns sheet to alert the SENCO. An Independent Inclusion Teacher provides assessment, guidance and advice for teachers who express concerns about specific children.
- Each class has a full-time class based teaching assistant who will provide support for children who require extra intervention and support. In addition, each key stage has a designated full time teaching assistant to provide daily support for those children with additional special educational needs, including those with speech and language, and motor skills difficulties.
- Children are provided with the resources they require which are tailored specifically to their needs. These may include specialist writing equipment, sloped writing tables, adapted keyboards and computer mice, cutlery etc
- The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, CAMHS, clinical psychology, GRT and EMA.
- Half term SEN meetings provide staff with updates on changes and training opportunities. Teaching assistants are trained in key areas such as speech and motor skills. Any school staff member who requests support is provided with such e.g. recent session delivered to welfare and teaching assistants on dealing with children with an ASD diagnosis.
- All children are assessed for their suitability to sit the SATS tests. The strict guidance laid out by DfE NCA-STA is adhered to. Any child who meets the criteria for additional time, a scribe, a reader or being disapplied is given the correct level of support. Assessment is carried out by the class teacher and Inclusion teacher.
- The provision map indicates a range of interventions, resources and support for children with special educational needs from the foundation stage through to Year 6.

## 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

- Annual reviews are held in the Spring Term. Children who are transferring to Key Stage 2 or 3 have a Transitional review in the Summer Term. The SENDO is invited to Annual reviews if any changes to the Statement are to be requested.
- The SENCO uses the end of year data to track and measure the progress made by all the children named on the Record of Special Educational Needs. This progress is then shared with staff and reported to the Head teacher, Governors and School Advisor.
- All children with an open CAF are reviewed on a 3 monthly cycle.
- IEPs targets and evaluations are shared with the parents.

## 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

- Depending on the type of need the risk assessments are done regularly usually termly or yearly. In most cases Head teacher does these but for educational visits the class teacher completes the first version. Many H and S are initiated now by our Site Supervisor.
- The relevant teacher or teaching assistant carry out the handover protocol with the parent/carer.
- Parking spaces are available for dropping off and collecting pupils.
- We have the correct ratio of adults to pupils for the break and lunchtime periods- additional SEN staff are employed for 1-1 or gap to one supervision at lunch-time. Head teacher and a mentor on duty every day before school.
- PE/Educational visits –specific Risk Assessments are carried out by the relevant Teacher and Teaching Assistant –these are then checked by me as Head teacher. Where relevant, pupils may have 1-1 adult supervision where the more demanding/challenging equipment is experienced.
- Policies on Behaviour and Anti-Bullying are on our website – they are reviewed annually. Paper copies can be provided for families without access to a computer.

## 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**

- Definite policy managed/supervised and monitored by our Bursar – forms have to be signed by parents/carers and the relevant staff administering the medicine.
- A version of a TAF is called –usually this would be co-ordinated by our SENCO, but may be organised by myself as DSP. For certain conditions e.g. epilepsy, Head liaised with School Nurse Team to have relevant INSET with all appropriate staff prior to the process and information being shared with the parents/carers.
- In most cases, we would try to contact the relevant parent/carer first, or depending on severity would contact ambulance whilst liaising with parent simultaneously.
- High percentage of qualified first aiders who are on site every day –trained every 3 years.
- Ophthalmologist – in every Friday morning. Certain family support Safeguarding CSC team meet families on site. School dentist visits occur periodically. Different services on site as well linked to local Sure-Start shared initiatives e.g. parental support projects. Speech therapists, physiotherapists, occupational therapists and school nurses will attend school to provide support for the children.

## 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

- We provide easy access to the school brochure, website, and policies. Additionally we signpost or even host relevant meetings for a range of different agencies e.g. Sure-Start/LEA Attendance. We do have full extended school status. We also provide 1) a family drop in session every Wed 9-10am for any family issue and 2) meetings with mentors to help support the first stage of any support.
- Head teacher is always available that day if and where relevant. The SENCO is also available via appointment.
- Official pupil progress meetings occur termly with the third meeting in the Summer Term being in the form of a report. In EYFS, all three meetings involve a face to face meeting and a typed report. Also there are periodic curriculum meetings for parents linked to the different subject sand year-groups.
- We do not offer Open Days, but for EYFS Reception parents/carers we have a series of induction meetings in the Summer Term prior to their start date in September. Head teacher does give tours of the school for any parents wanting to see the school – Head likes the parent to visit school whilst in action i.e. not stage-managed one evening.
- Parents are encouraged to give feedback via any Parent Governor (lists readily promoted and available) via accessible meetings with Head /relevant staff plus similarly readily accessible contact numbers for LEA Adviser/Chair of Governors. Official LEA Parent Questionnaires are carried out by the head every year.
- Parents invited to termly Special Assembly for parents –prestige events to show case the excellent performance by pupils throughout the school.



## 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

- Head teacher and a Learning Mentor run our School Council. The children decide the agenda and bid for relevant money to run projects in the school and local community.
- Head teacher runs the Preston District School Council – our Council 'feeds' into that one.
- We also operate a 'Cool to be Clever' 'pupil' council, who meet with all teachers every half-term on a rota of different Subjects e.g. Art –they decided they wanted murals, so they helped to design and paint one on the Infant and one on the Junior playgrounds.
- Subject leaders meet with pupils to evaluate how well certain topic titles are progressing with the intention of improving them further.
- We participate in the LEA pupil questionnaire every year.
- Parents encouraged to share views in Parent/Child interviews twice a year or during specific curriculum meetings or via liaising with Parent Governors.
- Vacancies on the Governing Body are advertised/publicised regularly.
- Head and Governors signpost other agencies and invite them to shared meetings on our site as needs arise. School is used to host meetings e.g. CSC and many TAF meetings – we strive to offer a welcoming environment.

## 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

- Yes we readily support parents with completing forms and other paperwork especially referrals to external agencies. Parents would initially contact our Bursar who liaises with our SENCO and Head. Brochure and Website indicate that initial contact to be via Bursar.
- Depends on nature of information required –initial call to Bursar head or SENCO who advise how to proceed.
- School will usually go to LEA SEN team for their advice regarding travel to school again depending on nature/severity of SEN.

## Transition to Secondary School

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

### What the school provides

- Support in school to help parents complete on-line forms in school with our Bursar or equally would be Head or SENCO.
- Also TA or Mentor does/will accompany pupil on initial visits to High School.
- The SENCO liaises with colleague at the receiving high school and a robust transition plan is drawn up which may include additional visits.

## 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

- Before and After-school provision.
- Free breakfast club 8.30am - used to have an after-school club, but no real need in this community, so it was not financially viable to operate this.
- Extra-Curricular –wide range of sports/art and curriculum clubs operate not only after school but at lunch-time as well –please see brochure/website –NO charge.
- All activities are completely inclusive and where/if specialist assistance needed then the relevant TA would support where relevant.