



**SEN and Disability Local Offer:**

**Lancaster Christ Church Church of  
England Primary School**



*Have Faith...*

**School Number: 01005**



## Accessibility and Inclusion

### What the school provides

- The school is a single storey building which is fully accessible to both wheelchair users, ambulant children and those who use a variety of mobility equipment. Internal and external ramps and a lift compensate for the different levels of the site.
- There are accessible parking spaces for the public and disabled persons.
- A spacious disabled toilet is available with a changing bed if required.
- Furniture is of age appropriate height for the age of children being taught in each classroom.
- The school has a range of ICT programmes for pupils with a range of SEN in addition to headphones, computers and an interactive whiteboard in every classroom.
- In previous years the school has accommodated a number of children with a physical disability and has made use of a range of specialised equipment made available through liaison with health professionals e.g. physiotherapy, occupational therapy.
- School has all required policies and guidance in place. These are based closely on Local Authority model policies and guidance modified to account for individual school circumstances. These can be accessed from the school website or from the school office.
- For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. School aims to ensure that all communications in written format are clear and concise, but will inform parents, carers and families verbally where appropriate.
- Please refer to our accessibility policy for further information.

## Teaching and Learning

### What the school provides

- Early identification of SEN is essential. Intervention is initially provided through a whole school approach to assessment and evaluation of progress which informs termly provision mapping for each class and detailed provision mapping for individual children as required. Provision mapping provides a clear individual, class and whole school overview of support and resourcing.
- The school is proactive in seeking the views of parents at the earliest opportunity to discuss concerns and enlist their active help and participation in working together to meet their child's needs.
- Class teachers assess and monitor children's progress with the SENCO every half term and enlist the help of outside agencies as required. Children's interventions are detailed on provision mapping which is evaluated at least termly. Small steps of progress are detailed using PIVATS, where necessary.
- To facilitate access to the curriculum, each class has at least one full time teaching assistant which enables consistent intervention for individuals and small groups of children. Additional teaching assistant support is deployed according to children's needs, for example, where one to one support may be required for a child with a physical disability or where there are a number of children requiring specific interventions.

- Teaching assistants have developed a range of specialisms through professional development, these include supporting children with specific learning difficulties, autism, attention deficit hyperactivity disorder (ADHD), Down 's syndrome, Cerebral Palsy, William's syndrome. Training is provided as required for individual teaching assistants as well as all teachers and teaching assistants. There is a team approach to SEN where staff are mutually supportive.
- SEN staff meetings, which include training and updates, take place half termly for all teachers.
- First aid training is provided as well as training for specific medical needs as required e.g. EpiPen, manual handling.
- External support for children and staff is provided by specialist teachers for a range of needs including autistic spectrum condition, speech and language, physical disability, hearing impairment, dyslexia, emotional, social and behavioural needs. This enables the school to be as inclusive as possible and use appropriate strategies informed by specialist input and assessment to accurately meet the needs of children and ensure they develop as independent learners. Specialist teachers play a key part in the evaluation of strategies and next steps when appropriate.
- The school accesses support from the Lancashire Educational Psychology team through the local cluster and individual meetings and has a named Educational Psychologist who works closely with us to support the needs of our children.
- The school accesses support from the Child and Family Wellbeing Service and Children and Adolescent Mental Health Service (CAMHS) when necessary. This provides support for identified children and their families.
- In addition to support from the school nurse, the school has convened meetings with medical professionals and parents e.g. clinical psychologists, hospital doctors, school doctor in order to plan to best meet the needs of children with complex medical conditions or other needs.
- Equipment, including specialist equipment for children with physical disabilities is provided either through the school's resources or, when high cost, through the Local Authority e.g. specialist seating, wheelchairs, stands etc.
- Reasonable adjustments are made for children during tests and SATs. Extra time is provided as per the regulations as well as applications made for special consideration as appropriate. SEN children may take the tests in a quiet room away from the classroom to aid concentration and where rest breaks can be given. Readers and scribes are provided for dyslexic children in line with classroom practice.

## Reviewing and Evaluating Outcomes

### What the school provides

- Parents and all professionals involved with meeting the needs of a child with an EHCP contribute to Annual Reviews and receive copies of all reports and paperwork. The meetings take a person-centred approach and the child is invited to join the meeting and actively contribute their own views and opinions, as appropriate.
- Outcomes of intervention are evaluated and reviewed at least termly. Evaluated provision maps and next steps are shared and discussed with the SENCO at half termly SEN meetings and with the Headteacher at half termly pupil progress meetings.
- The effectiveness of provision is evaluated through measuring the impact of intervention on pupil progress. Class tracking is submitted half termly to the headteacher. Children with SEN and Disability are highlighted on class tracking information.

- Individual provision maps are shared with parents at parents evenings twice per year.
- Additional meetings may be held with parents and external agencies through the year as required.

## Keeping Children Safe

### What the school provides

- General risk assessments are carried out by the headteacher. Risk assessments for children starting school with SEN are carried out prior to them starting school. A meeting is held between the school, parents, early years setting and other relevant professionals to inform this assessment.
- Risk assessments relating to an individual child's needs may be carried out by external agencies e.g. the use of an electric wheelchair or mobility aids. In these cases, a detailed audit of the school will be carried out by a specialist e.g. physiotherapist, occupational therapist, specialist teacher.
- There is an 'open door' policy at the beginning and end of the school day. Parents may bring children into the building from 8.50am with the school day beginning at 9.00am. This facilitates effective handover time from family to school. At the end of the day, the teacher or teaching assistant is available to handover from school back to family. When appropriate, a handover notebook is provided e.g. in the case of a child requiring medication for a medical condition.
- All children are supervised out of the school building and to parents/carers by their class teacher and teaching assistants in line with safeguarding procedures.
- There are two disabled parking spaces situated close to the pedestrian entrance to school which lead directly to ramped door access and the lift to upper key stage two. A main gate key is provided for families who require this provision.
- Supervision at break time is provided by a teacher and teaching assistants. When required, one to one support is provided at break time for those children who require it e.g. children with a physical disability or those who find relationships with their peers challenging. At lunchtime, welfare staff, together with teaching assistants provide supervision together with senior staff. Key stage two have an indoor area where the Learning Mentor provides supervised support for children with a specific need. This may be short term or longer term.
- All school visits are risk assessed and processed through the "evolve" system. Risk assessments are attached to forms, checked by the educational visits co-ordinator and delivered by group leaders/responsible staff. A trained first aider accompanies every educational visit.
- The school policy on safeguarding is very clear. It is inclusive and comprehensive and specifies additional requirements for SEN children.
- The school's anti-bullying policy is available on the school website and paper copies are available on request.
- Staff receive annual training on 'Keeping Children Safe in Education'.

## Health (including Emotional Health and Wellbeing)

### What the school provides

- Medication is routinely administered by the Headteacher, Deputy Headteacher or School Business Manager but in emergencies may be administered by other members of staff.
- All medication (with the exception of asthma inhalers – which are kept in cupboards in the child's classroom) is kept under lock and key in the school office unless it requires refrigeration in which case it is stored in the staffroom refrigerator. For the safety of all children, children may not carry medicines in school. The locked cabinet is clearly labelled and designated staff have access to the key.
- Medication in the cabinet is clearly labelled with the child's name. Names are checked carefully and instructions read before a record of any administration is completed.
- Instructions for administration are kept with the medicine or Care Plan.
- A Care Plan is drawn up in conjunction with parents and medical professionals. A meeting is called in school when the plan is agreed and signed by responsible staff. The Headteacher agrees all Care Plans personally.
- Care Plans are held centrally in the school office, circulated to staff as appropriate and reviewed at least annually unless circumstances change.
- All staff are briefed about children with medical needs. Additional training for staff or first aiders may be given by the school nurse or specialist nurse practitioners.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment and send for a first aider. The first aider will make the decision regarding treatment on the spot or whether to call for an ambulance. The Headteacher is contacted immediately. In the event of a serious incident, an ambulance is called immediately along with the emergency contact adult.
- The school does not have any health workers or therapists in residence. Any service can make an appointment to visit a child in school, with parental permission and subject to the school safeguarding protocols.
- There are regular visits from the school nurse, speech and language service, educational psychology service and child and family wellbeing workers.

## Communication with Parents

### What the school provides

- A full staffing structure is available in the school prospectus which is available on the school website.
- Parents and carers are welcome into school. Open school in the morning and at the end of every day enables parents to have direct daily contact with staff. The headteacher is available to speak to parents every morning. Appointments are made for specific meetings; however, if a parent arrives unannounced we do our best to accommodate them. Staff are always proactive and will seek meetings with parents if there are specific concerns at any given time or if they have noticed any changes in a child's work or behaviour.
- There are parents' evenings in the autumn and spring terms to discuss children's progress. Appointments are also offered following receipt of end of year reports. See also the section on teaching and learning above.

- School seeks parents' views and feedback anecdotally through annual questionnaires, annual review parental advices, and signpost to the OFSTED parent view website.
- The school holds an open day for prospective parents in the autumn term as well as events relating to secondary school choices, curriculum information evenings and opportunities for parents to share class work in progress.
- Parents of children in Reception are invited to attend half termly stay and play afternoons. Other classes offer a 'meet the teacher' session in September and various opportunities for parents to come into school and see what the children have been learning throughout the year.
- There is a 'Friends of Christ Church School' Association and parents/carers and families are encouraged to actively support and participate.
- A response form sent out with end of year reports offers parents the opportunity to feedback on their child's progress over the school year.

## Working Together

### What the school provides

- A School Council, Eco-Team and Worship Team provide opportunities for children to contribute their own views and plan school events.
- Children's views are sought on a range of aspects of school life e.g. curriculum discussions and worship.
- Parents are invited to make comment through annual questionnaires which provide opportunity to respond on the strengths of the school as well as aspects which could be improved.
- Annual reviews invite parental comment regarding their child's education.
- There is a 'Friends of Christ Church School' Association and parents/carers and families are encouraged to actively support and participate.
- Parents are members of the governing body through Parochial Church Council and Ripley Trust appointments as well as through parent governor elections which are held when a vacancy arises.
- The governing body is proactive in supporting the school in its work. Some members of the governing body work professionally in SEN, social care, probation and higher education roles.
- Home School Agreements support SEN children and their families in fundamental points.

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

### What the school provides

- The school is proactive in identifying when a family may benefit from more support and regularly holds 'Team Around the Family' (TAF) meetings in order to support identified families and help them to seek and find ways to overcome barriers and difficulties they may be facing. The headteacher often acts as the lead professional during these meetings and other relevant professionals may be invited to contribute and attend.
- The school is proactive in signposting parents to other agencies who can offer support e.g. the Children and Families Wellbeing Service, the local Children's Centre or Local Authority services such as SEND Information and Advice Service (SENDIAS). This

signposting and referrals are usually made by the Headteacher, SENCO or Learning Mentor.

- Help with completing forms and paperwork is available from the Headteacher, SENCO or class teacher. This is offered as appropriate; sometimes it happens at parent's request.
- Open school enables parents to ask for advice and guidance as needed.
- Children who require a travel plan have this arranged through the Local Authority with input from the school. The school ensures there is a contact person for liaison with the transport at the beginning and end of the school day. The child is taken to the vehicle by a teaching assistant.

## Transition to Secondary School

### What the school provides

Children transfer to a number of local secondary schools. The following provision is for all children:

- A structured programme of transition provided by the year six teacher and teaching assistants during the summer term.
- Visits by the children to their receiving school.
- Visits to year six by secondary school staff for various curriculum activities through the year e.g. maths teaching, creative design linked to dance performance in a performing arts showcase production at one secondary school, science workshops.
- Good relationships have been established with the local schools so that all year six children visit some of them to see performances or take part in teaching and learning activities.
- Master classes are provided for small groups of year five and six children by the Grammar Schools.
- All children respond to a questionnaire about transition. From this, a group of up to ten children who may be more vulnerable at the point of transition take part in after school sessions led by the Learning Mentor. Past pupils now at secondary schools visit and share their experiences. Joint activities have taken place with three other local primary schools that provide similar groups.

In addition, for SEN children:

- Opportunities to meet with receiving SENCO and support staff who will be working with them at their secondary school.
- Additional visits to secondary school with a buddy and a teaching assistant for familiarisation.
- Additional meetings between SENCO of both schools, the Year 6 teacher and head of Year 7.
- In the past, Christ Church has agreed for a child's current teaching assistant to spend the first week in September with them at their new school to handover and offer additional security. This has worked successfully.
- Opportunities to explore their questions and concerns.

## Extra Curricular Activities

### What the school provides

- The school offers Breakfast Club from 7.45 to 8.50 every morning and After School Club from 3.15 to 6.00 every afternoon. Care is provided by teaching assistants employed by the school. Details can be found on the school website.
- Year 5 are trained as Young Leaders to provide play activities for foundation stage, year one and year two at lunchtime.
- Various sports coaches work with children across the school throughout the year. Children have the opportunity to take part in many different sporting events and competitions outside of school. These include football, multi-skills, kwik cricket, tag rugby, netball, dance. After school football club takes place all year and other coaching sessions are for blocks of time.
- There are opportunities for children to learn a musical instrument at an additional cost, currently, guitar, keyboard, flute, clarinet, saxophone, violin.
- Teaching staff and some teaching assistants provide after school activities at no charge for six week blocks. These vary but have included modern foreign languages, card making, chess, circus skills, ICT, cookery.
- All children are invited to participate.
- Reception children have a year six buddy who writes to them the term before they start school. Their buddy has lunch with them when they start with some buddies helping outside at play time and lunch time. Buddy and Reception children walk to church together and take part in joint activities from time to time.
- Worship is at the centre of school life and this together with regular circle time in every class promotes friendship and the importance of positive and caring relationships. If a child is experiencing difficulty with friendships they are provided with a playtime buddy and may participate in a friendship group or 'Socially Speaking' group led by a teaching assistant.

## Feedback

### What is the feedback mechanism

- The school can be contacted via email or by telephone. Any comment that requires response will be replied to as quickly as possible; we endeavour to respond to any query within 24 hours.
- Headteacher:  
Miss Emma Simpson: [head@christchurch-lancaster.lancs.sch.uk](mailto:head@christchurch-lancaster.lancs.sch.uk)
- SENCO:  
Mr Ben Maunder: [b.maunder@christchurch-lancaster.lancs.sch.uk](mailto:b.maunder@christchurch-lancaster.lancs.sch.uk)
- Telephone: 01524 60955

## **REVIEW**

*The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).*

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
1	Original	September 2014
2	<ul style="list-style-type: none"><li>- Minor changes to document layout including removal of guidance notes, addition of feedback section, review section and reordering of some sections of text</li><li>- Minor amendments made to some of the details of the school's provision according to changes which have occurred.</li></ul>	April 2020