



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Great Eccleston Copp C.E. Primary School

School Number: 02024

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDE reforms@lancashire.gov.uk](mailto:IDSS.SENDE reforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>Great Eccleston Copp C.E. Primary</b>		<b>Telephone Number</b>	<b>01995 670969</b>
			<b>Website Address</b>	<b>head@coppschool.com</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>No</b>			
<b>What age range of pupils does the school cater for?</b>	<b>4 – 11 (Reception to Year 6)</b>			
<b>Name and contact details of your school's SENCO</b>	<b>David Giles Great Eccleston Copp C.E. Primary 01995 670969</b>			

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>	<b>David Giles</b> <b>SENCo</b>		
<b>Contact telephone number</b>	<b>01995 670969</b>	<b>Email</b>	<b>dg@coppschool.lancs.sch.uk</b>

### 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.coppschool.lancs.sch.uk/index.php?category_id=171">http://www.coppschool.lancs.sch.uk/index.php?category_id=171</a>		
<b>Name</b>	<b>David Giles</b>	<b>Date</b>	

**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 (e.g.; ancillary aids or assistive technology?)

### What the school provides

Our school is a small, friendly, rural school surrounded by fields and a rich, diverse, local community. The ground floor is fully wheelchair accessible as are the playgrounds, quiet area, wildlife area and the school field. Accessible parking spaces are available for the public and disabled persons. A disabled toilet is available for those who need them. Furniture is modern and of a height appropriate to the age group of children being taught in each classroom.

Lots of information is available on our school website and a community noticeboard in addition to regular newsletters.

We use a wide range of ICT programmes for pupils with SEN in addition to Ipads. Computers and interactive whiteboards are installed in every classroom. The staff is aware of the need to make reasonable adjustments to accommodate the needs of individual children.

Outside specialists are engaged when necessary: to help with language skills or to advise about the teaching of children who may have problems with hearing, sight or speech.

## 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

We are a small school, all of the children are known to all of the staff and where there are rigorous assessment procedures. We make a point of working closely with the parents of children with special needs, creating support plans and holding review meetings and informal meetings with class teachers, the SENCo or the Headteacher. We are the kind of school where parents feel welcome, able to come in for a chat and are listened to.

The senior leadership team (Headteacher, Deputy Head and SENCo) have a range of SEN experience and knowledge, as do our teachers and higher-level teaching assistants, one of whom is a trained mentor and very involved in working with any children struggling with emotional difficulties.

As a school, we have had recent experience of supporting children with autism, Down syndrome, specific learning difficulties in reading, writing and speaking, a variety of emotional and behavioural issues, and issues experienced by children who are looked after, recently adopted and bereaved.

The SENCo attends meetings to ensure that he is up to date with the latest changes and ideas. In addition, training is brought in for the whole staff when necessary, or for individual teachers.

Reasonable adjustments are seen as part of everyday practice to support special needs children in school. In the past, we have taught a child with physical needs in a downstairs classroom, moving another year group of children to be upstairs; we have recently created a quiet area within his classroom for a boy with ASD. This extends to SATs where interventions and reasonable adjustments inform extra time arrangements, scribing or readers.

The school provision map is updated regularly to monitor progress to ensure that interventions are effective and that children with special needs are making absolutely the best progress that they possibly can. It details all interventions, and the impact on

progress (academic, behavioural, emotional). In the event of progress not improving, the intervention is changed.

Screening for a range of conditions (Dyslexia, Dyscalculia, etc.) is carried out by IDSS. Specialist teachers are brought in if needed.

## 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

We believe that review meetings are a vital part of ensuring good progress for children with special needs. We enable the right staff to be free to ensure that our contribution to the meeting is relevant and supported by the correct documentation.

Parents are invited to school for regular meetings and are welcome at any other time, if they have concerns. We aim to establish a partnership between class teachers and parents to ensure that the support needs of their children are catered for.

The school provision map, updated regularly by the SENCo and the assessment co-ordinator, records every provision in place for every child in school and enables us to compare progress against interventions. If interventions are not leading to progress, we review and change them. The provision map is dynamic and is shared and discussed regularly at staff meetings.

## 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 are undertaken by the Headteacher or the SENCo when needed. Hand-over arrangements are part of the risk assessment and arranged to suit the needs of the child and parents involved; this may involve a parent coming into school

or a TA or teacher handing the child over in a quiet area or at the school gates. The school has a car park and we cone off spaces to ensure that they are available when needed. At playtimes two members of staff are always on duty, and lunchtimes are monitored by welfare staff with teachers in support. Special arrangements (nominated adults, buddies, quiet areas) are put in place as they are needed.

Policies which cover these arrangements are available for inspection, for instance: Health and Safety, Inclusion, SEN, Disability and Equality.

### **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**

Medicine will only be administered to children who have a health care plan. All medicines are recorded on administration forms, along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child.

Care plans are passed on to the relevant class teacher and the master copy is kept in SEN records.

Designated support and teaching staff are kept regularly up to date with First Aid Training to ensure that they are familiar with what action to take in the event of an emergency.

In addition, Diabetes and Epipen training has been provided by the School Nurse or other NHS professionals to ensure that relevant staff are conversant with the appropriate action or medical procedure required.

Medicines are kept in a secure place.

Children with asthma keep their inhalers with them.

Information about pupils with specific medical needs is shared with all relevant parties, including the kitchen, to ensure that those pupils are not exposed to any unnecessary risks.

## 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 (e.g. 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

The website contains details of all staff currently employed by the school. The school operates an appointment system so that parents can meet with teachers in a planned way for uninterrupted discussions. If unsure who to see, parents are directed to the member of staff who can help them by the school reception or they are able to contact staff directly through Class Dojo.

Parents are updated about their child’s progress through specific meetings such as Meet the Teacher, target evenings, parent consultations and via school reports, which are published twice yearly.

Review meetings are held regularly for those children on support plans. Informal chats are encouraged to help parents feel comfortable about discussing issues.

We also hold specific meetings on issues which may affect a child’s well-being, such as the merging of classes and SATs, so that the views of parents may be addressed, and worries discussed.

In addition, information about progress is kept up to date throughout the year and provided to parents if they wish to see it. A parental questionnaire is also provided for parents to record their views and suggestions.

## 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

We have a very active school council which meets several times each half term. Children report back to the class and then take back the results of discussions to the school council again. This has led recently to changes in playtimes, the restructuring of the wildlife area and the introduction of new playground toys.

We consider a working partnership with parents to be fundamental to education in a small rural school which serves a thriving and close community. Parents' views are heard and noted at parents' evenings, "Meet the Teacher", annual and support plan reviews, parent questionnaires and informal discussions.

Elections to the Governing Body are held in the event a vacancy arises. The Governing Body as such would not be directly involved with outside agencies or named children who have special needs, although they are kept well-informed about the provision map, intervention and progress. The SENCo and the SEN governor meet to discuss changes to procedures and to draft and review policies.

Our home/school contract is supplemented, for children with special needs, by the relevant policies regarding SEN, health and safety, inclusion and equality. Once a child is identified as having a need, parents are invited to discuss it and plans to support their child are decided and jointly put into place.

### **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**

The SENCo or Headteacher are both available to help with the completion of forms or with other paperwork. Parents access this support either directly, or through a conversation with their child's class teacher.

The Headteacher and SENCo both provide advice about outside agencies, the statementing process, assessment by the Educational Psychologist, child protection and social services. Parents are directed to them by class teachers.

As a small school serving a local community it is comparatively rare that travel plans are in place for our children. However, in the past we have liaised with social services where they have been necessary. In the event of specialised transport being necessary for a child, we can cone off parking spaces in our own car park.

## Transition to Secondary School

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

### What the school provides

Starting at a new school can be an anxious time for any child, especially a child with special needs. We are very conscious of this when new children join Copp. Luckily, as a small and friendly school, we find it very easy to help them settle in. We arrange buddies, involve them in group work and monitor them on the playground. At the same time, their class teacher and the SENCo will keep in close contact with their parents to make sure that their specific needs are catered for properly.

We recognise that transition to high school for children with special needs can be a very worrying time. We liaise fully with our local high schools, inviting high school tutors to talk to our pupils and arrange visits to the schools for activity days. In fact, liaison with high school begins from Y4 when children from Copp are included in a range of events and activities, which increase confidence and provide learning opportunities for every child no matter what their need.

Meetings with high school SENCos are held to ensure that support for children with special needs is in place when they begin to attend. We recently arranged for a series of planned visits to a local high school for one of our children with deep emotional needs. The child's mother took her to the school where she was met by her usual TA from Copp who accompanied her on the visits until she had built a relationship with her new TA from the high school.

## 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

We offer before and after school child care which, according to demand, can extend into holidays.

School offers a childcare service called GECCOES, this is a breakfast and after school club run by staff. This runs from 8am up until the start of the school day and in the afternoon from the end of the school day 3.15pm until 6pm.

Lunchtime and after school activities include: a wide range of sport (netball, football, dance, tennis); choir, recorder club, ICT club, story club and sports for all in both KS1 and KS2. A minimum charge is made for some activities and others are free. All clubs and activities are completely inclusive. Teachers/staff who run clubs are already aware

of any children with special needs who are attending and reasonable adjustments are made to ensure that those children are able to participate fully. Where clubs are run by outside coaches, we discuss individual children's needs with them and ensure that they are catered for.

For children who are struggling to make friends we offer a great deal of encouragement, a nurture group with the school mentor to help build up friendship skills and confidence, and advice to parents about strategies that could help. We also arrange specific group activities to assist groups who are struggling to gel with each other. Many of our children attend Beavers and Cubs outside school, and the local community holds many child-friendly social events.