



SEN and Disability

Local Offer:

**Wrightington Mossy Lea Primary
School 08/064**

Mainstream, Short Stay Schools, Special
Schools and Academies

Accessibility and Inclusion

What the school provides

How accessible is the school environment?

- The front entrance and EYFS/KS1 class entrances allow full wheelchair accessibility.
- The school is arranged on one level so that all parts of the school are fully accessible to wheelchair users.
- There is one clearly marked, dedicated accessible parking space in the staff car park.
- There is one designated accessible toilet near the KS1 classroom.
- Any building improvement work meets the requirements of the current Disability Discrimination Act and current Building Regulations.

How accessible is school information?

- There are newsletters which is accessible on the school website and a hard copy is provided to all families.
- School policies are available on request at the school office. Many school policies are published on the school website.
- Key information is also displayed in the window of children's entrance.
- Where there are families whose first language is not English, every effort is made to establish good levels of communication and support.
- Support from external agencies is sought when and where required.
- Where there are families with additional needs every effort is made to establish good levels of communication and support.
- Support from external agencies is sought when and where required for example through Lancashire County Council's Inclusion and Disability Support Services 'SEND'.

How accessible is the school provision?

- The school uses pictures and symbols for inclusion and accessibility. These symbols are used to identify rooms in school for example the offices and toilets.
- These symbols, along with others, are used to create visual timetables and social stories to support children's access to resources and learning.
- Learning resources are clearly labelled and often with pictures in the younger classes and easily accessible to children and adults across school.
- The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, laptop computers and interactive whiteboards installed in every classroom.
- The school always aims to provide appropriate resources for the identified needs of pupils. For example:
Use of coloured overlays to minimise visual stress, any resources identified by specialist teachers

Teaching and Learning

What the school provides

What arrangements does school have to identify children with Special Educational Needs or Disabilities (SEND)?

- The school aims to identify additional needs as early as possible through daily assessments .
- There is good liaison between the pre-school settings and school and effective transition arrangements are in place including school attendance at transition meetings. This gives school an understanding of pupil needs as they enter school.
- When pupils are already in school, the school's assessment tracking systems including termly pupil progress meetings between teachers and head teacher allow for identification of pupil needs when they arise.
- Parents may also raise concerns or highlight needs.
- Outside agencies e.g. NHS agencies may inform school of pupil needs.
- Once concerns or needs become apparent, interventions are planned to address those needs.
- School will seek and act on expert advice from other professionals including specialist teachers and educational psychologists to identify needs.
- Effective transition arrangements are put in place if a child with SEND transfers to Mossy Lea from another school.

What arrangements does school have to assess children with SEND?

- Children with SEND are assessed in the same way as all children at school: through teacher questioning, work in books and formal and informal assessments. This informs the teachers' planning for the child, ensuring it meets his/her needs and lets the child know what s/he needs to do to improve.
- In addition the school makes use of specialist resources to assess progress of children with SEND. These include a range of diagnostic assessments as well as PIVATs which measure small steps in progress in the National Curriculum subjects.
- In almost all cases children with SEND have Individual Education Plans (IEPs) with specific targets in relation to their learning. Progress against these targets are monitored continuously and reviewed half-termly by school staff, parents and children.

What additional support can be provided in the classroom?

- Depending on specific need, each child with SEND has access to support from the class teacher or teaching assistant. This might take the form of one-to-one support; it might be in specific subject areas, or in small group work e.g. motor skills or social skills. Tailored interventions and practical resources also provide support.

What provision does school offer to facilitate access to the curriculum and to develop independent learning?

- Individual Education Plans (IEPs)
- Visual timetables, now and next strategies and social stories.
- Individual or small group working opportunities.
- Access to specialist teacher input

- Access to educational psychologist input.
- Specialist health expert input including regular speech and language therapy support (SALT).
- Teachers and TAs are aware of the need to encourage pupils to become more and more independent in their learning.
- Behavioural, emotional and social support from a qualified Emotional Literacy Support Assistant.

What SEN and disability and awareness training is available to all staff?

- The SENDCO regularly attends training and cascades this to the rest of the school staff.
- Different members of the school support staff access training opportunities depending on the needs of the children they work with.
- Staff meetings provide training for all staff on a range of areas of SEND.

What staff specialisms/expertise in SEN and disability does school have?

- The SENDCO (Special Needs and Disability Coordinator) has completed the National Award for Special Educational Needs Coordinators and attends regular updates and training. This is fed back to staff in school. The school relies on outside agencies where specialisms are required.

What ongoing support and development is in place for staff supporting children and young people with SEND?

- The SENDCO provides support and training for staff supporting children with SEND.
- Specific training opportunities are made available for staff supporting children with specific needs.
- Staff meetings and insets provide training for all staff on a range of areas of SEND.

What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

- The school ensures that every child is given fair and reasonable access and support in tests. Below is a list of some of the adjustments that can be made:
 - Additional time for children with statements.
 - Use of a scribe for children with difficulties in writing.
 - Use of quiet rooms away from the main body of the class.
 - Use of a reader.
 - Rest breaks

How well does Mossy Lea's SEND 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?

- The School Leadership Team (SLT) meets annually to look at the needs of pupils in school and the level of support that is required to be put in place to meet those needs; this produces the school's SEND provision map.
- The provision map is regularly reviewed throughout the year and adjusted in light of any changing need. It ensures that any needs that have been identified are being met.

Reviewing and Evaluating Outcomes

What the school provides

What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

- There is an annual review meeting for each child with a statement or Education, Health and Care (EHC) Plan.
- At this meeting the progress the child has made against agreed targets over the last twelve months is reviewed. The quality of the provision is discussed and targets are agreed for the next twelve months.
- Contributions to this process are made by the child, the parents, educational professionals such as educational psychologists and specialist teachers, the class teacher and any teaching assistant supporting the child. The process is supported by the SENDCO.
- The child, parent, class teacher, teacher and SENDCO review and evaluate progress against these targets half-termly.

What arrangements are in place for children with other SEND support needs?

- Children with SEND have Individual Education Plans (IEPs) which provide educational targets to support the child's progress in their learning.
- The child, parent, class teacher, teacher and SENDCO review and evaluate progress against these targets half-termly.

How does Mossy Lea assess and evaluate the effectiveness of the provision it makes for children and young people with SEN and Disability?

- The SENDCO works alongside the assessment coordinator in tracking the progress of pupils with SEND and/or disabilities, noting any successes and areas for improvement in the school's provision.
- The SENDCO produces a report which informs the governors of the effectiveness of the provision and forms part of the school's self-evaluation.
- As part of the school's monitoring and evaluating schedule the SENDCO monitors work produced by pupils with SEND.
- The School makes use of the Parental Questionnaire to seek any comments regarding SEND provision.

Keeping Children Safe

What the school provides

Risk assessments - How?

- The school uses a Lancashire County Council template to record risk assessments. This identifies the risks, evaluates potential harm and describes the control measures put in place to minimise the risk.
- The school environment and school activities are risk assessed.
- Educational visits are risk assessed and the needs of children with SEN and/or disability are taken into account.

Risk assessments - When?

- Risk assessments are carried out as and when needed e.g. every educational visit out of school requires a risk assessment.

Who carries out risk assessments?

- The head teacher and head of school may carry out risk assessments where necessary.
- The safety committee of the school's governing body carry out a termly health and safety inspection of the school building and report findings to school leadership and governors to be addressed.

What handover arrangements will be made at the start and end of the school day?

- The start of the school day is 8.55am.
- Children can come into school from 8:45 and are supervised by a member of staff.
- There may be separate handover arrangements in place for children with SEND as and when required.

The end of the school day is 3.30pm for all children.

- Before the school year begins, parents inform the school of named adults who are allowed to collect their child before their child starts the Reception class.
- All children exit school from the double doors at the entrance and are handed over to a known adult.
- Those children in the After School Club are collected by staff from the After School Club.
- Some parents of the older children agree to let their children make their own way home or walk down to the car park. School needs to be informed of this decision.

- There may be separate handover arrangements in place for children with SEND as and when required.
- If the person due to collect is late then the child will remain with a member of staff from school.

Do you have parking areas for pick up and drop offs?

The school does not provide parking for pick up and drop offs.

- By arrangement with the Head teacher, parents who have a disability themselves or if their child has SEND, may use the dedicated disabled parking space.

What arrangements will be made to supervise a child during breaks and lunchtimes?

- Breaks and lunchtimes are supervised by members of staff.
- Pupils with SEND may have one-to-one support where this has been identified as necessary to assist a child e.g. with social interaction skills or supervising safe eating.
- There is a suitable ratio of adults: children, supervising break and lunchtimes depending on the need of those children.

How does Mossy Lea ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)

- Ensuring children's safety is a main school priority. Therefore activities such as school trips are risk assessed and the SEND needs of children are taken into account when planning for adult participation on a trip. Extra staffing is put into place as and when needed.

Where can parents find details of policies on anti-bullying?

- The school's Behaviour and Anti-Bullying policy is available on the school website along with Behaviour and Safeguarding policies and is available on hard copy from the school office.

Health (including Emotional Health and Wellbeing)

What the school provides

How does Mossy Lea manage safe keeping and administration of medication?

- There is a Medicines Policy as part of the school's suite of health and safety policies.
- Key staff receive training in safe keeping and administration of medicines.
- Parents are asked in most instances and where possible to administer medicines to

their child. If this is not possible then a named member of staff can do this with agreement of the parent/carer e.g. when an anti-biotic needs to be administered four times a day. Medicines administered by school staff are kept securely.

- Medicines must be clearly labelled with its name and the dosage required. They must be prescribed by a doctor.
- A record should be kept by school of medicine administered by a member of the school staff.

How does Mossy Lea work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- The SENDCo or Head of School meets with parents and discussed the child's specific needs. Care plans are reviewed on an annual basis.
- School Nursing Team are invited to meetings
- Care plans are held centrally and available to view by all staff.
- Staff who work most closely with the children make themselves familiar with the contents of the plan and access training if necessary.
- All staff are informed if there is a care plan in place and what it means for the child and the adults in school.
- Staff receive training in meeting the needs of a particular care plan for example, diabetes or epilepsy training.

What would the school do in the case of a medical emergency?

- The teaching staff and key members of the support staff receive regular (every 3 years) first aid training and know what to do to respond in an emergency.
- Staff in the EYFS receive regular (every 2 years) paediatric first aid training.

How does Mossy Lea ensure that staff are trained/qualified to deal with a child's particular needs?

- When school is presented with a child with needs that existing staff cannot meet adequately, staff are trained to meet the needs of that child e.g. diabetes, epilepsy.

Which health or therapy services can children access on school premises?

- The school is supported by an Emotional Literacy Support Assistant.
- School receives support from West Lancashire Early Intervention Team and referrals can be made if there are concerns regarding emotional well-being.
- There are good links with the school nurse service.
- Height, weight, sight and hearing tests are carried out in school at certain points in the child's career at school.
- Speech and language support
 - Behavioural and learning support advisor

Communication with Parents

What the school provides

How do parents know “who’s who?” Who can they contact if they have concerns about their child/young person?

- The school website and prospectus gives details about staff and governors.
- Due to the size of Mossy Lea, we have a very close working relationship with parents with a ‘family’ feel.
- Parents are welcome to meet with the head teacher or SENDCo at any time by appointment.

How do parents communicate with key staff?

- For lengthier or more detailed conversations the school recommends making an appointment to see key members of staff.
- There is a limited ‘Open Door’ policy for shorter conversations as long as this does not negatively impact on either the safety or the learning of the children.
- In some instances teachers can arrange to organise a home/ school diary.
- The school is contactable by email.

How are parents updated with their child/young person’s progress?

- There are parents’ evenings in the autumn and spring terms.
- There is a written report at the end of the summer term which the parents are invited to discuss if they so wish.
- For children with SEND there are regular opportunities for parents to meet the class teacher and/ or SENDCO to discuss the child’s progress against his/ her educational targets. Children with SEND will also be sent evaluated IEPs every term.

Open Day

- At any point in the school year prospective parents may contact the school to come in and discuss the school’s provision and are welcome to take a tour.
- During the course of the school year there are opportunities for parents to come into school for sessions such as internet safety and reading workshops.

How can parents give feedback to the school?

- There’s an annual parental questionnaire distributed in the autumn term provided by the local authority.
- OFSTED Parent View

Working Together

What the school provides

What opportunities are offered for children to have their say?

- Whole School meetings
- Eco Council
- Pupil attitude questionnaire

What opportunities are there for parents to have their say about their child's education?

- Appointments with class teacher, head teacher, SENDCO or teaching assistant.
- Parents' evenings
- Parental questionnaire
- OFSTED Parent View
- IEPs sent home every term.

What opportunities are there for parents to get involved in the life of the school or become school governors?

- Parents Teachers and Friends Association (PTFA). Parents are encouraged to be as active as they like in arranging social and fundraising events for the benefit of the school and the children.
- Parents/ carers and grandparents are welcomed and encouraged to volunteer in the daily life of the school. Following safeguarding checks (DBS) parents can help in class by hearing readers in class, supporting learners, attending educational visits and in many other ways.
- Parents can attend class assemblies
- During the course of the school year there are opportunities for parents to come into school for sessions such as internet safety and reading workshops.
- The governing body of the school has parent governors who are elected on a regular basis.

How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)

- The school has a nominated SEND governor who liaises closely with the SENDCO and head teacher and reports regularly to the full governing body of the school
- The governors fulfil their statutory duty in holding the head teacher to account in ensuring that pupils with SEND and their families are supported by the involvement of other agencies.

How do home/school contracts/agreements support children with SEND and their families?

- The home school agreement outlines what the school aims to provide for children and families and its expectations of parents and children including those with SEN.

What help and support is available for the family?

What the school provides

Help with completing forms and paperwork

- The Head of School and SENCO establish very good relationships with families of children with SEND and as part of the school offer will assist in completing forms and paperwork. We can also advise on support from outside agencies..

What information, advice and guidance can parents access through the school?

- The SEN tab on the school website is an excellent source of information, guidance and support for parents.
- The SENDCO is able to advise parents where to ask for further support.
- Leaflets given to school are regularly given out to parents.
- The school has very good links with outside agencies and signposts to parents where information, advice and guidance can be obtained.

How does the school help parents with travel plans to get their child to and from school?

- If there are difficulties for parents in their travel plans, the school would take advice from the Lancashire Pupil Access team.

Transition to Secondary School

What the school provides

What support does the school offer around transition?

- Parents of children with SEND are encouraged to visit potential schools e.g. high schools and special schools before completing their secondary school applications.
- There are transition meetings to plan for pupils with SEND moving on to their new schools.
- Additional visiting days can be arranged with the receiving High School to ease transition.

Extra Curricular Activities

What the school provides

After school childcare

School currently provides an after school club most afternoons. These run until 4.30 and parents are not charged.

Lunchtime or after school activities

- There is a range of both lunchtime and after school activities for all age groups.
- Many of these are run by school staff in their own time and are free of charge for the children. Some are provided by the Chorley Schools Sports Partnership which the school buys into and again are free of charge.

How does Mossy Lea make sure clubs and activities are inclusive?

- Although some clubs are only open to specific age ranges, all children are welcome to attend regardless of need or ability.
- All possible adjustments are made to ensure all activities are inclusive.

Helping children to make friends

- Teachers teach children about making friends through work in personal, social, health education (PSHE) through the Scarf programme. These subjects specifically teach skills relating to the making and sustaining of friendships.
- Pupils including those with SEND who need help in establishing friendships are given support by staff through strategies such as social stories.
- Year 5 and Y6 help lead play activities for children in KS1 each day during lunchtimes.
- All children are encouraged to act as play buddies and mediators.

Feedback

What is the feedback mechanism

Feedback to this document can be given via email head@mossylea.lancs.sch.uk or a.greenhalgh@mossylea.lancs.sch.uk The school can be telephoned on 01257 423107.

All feedback will be listened to and addressed. A response will be given via a meeting.

