



SEN and Disability

Local Offer:

Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Accessibility and Inclusion

What the school provides

The school was built in 1934. There have been many alterations since then, including the construction of two wheelchair ramps, one to the main entrance, one to the infant area and the junior level is floor level with wheelchair accessible doors. There is one dedicated disabled parking space. There is an induction loop fitted to the main reception area. A portable induction loop is available for other areas of the school. We have three disabled toilets and one ambient situated in the school. One has showering and changing facilities. Two classrooms are on the upper floor and can be difficult to access to people with disabilities, as a lift is not fitted, however we can always rearrange the use of these to ensure that no one with a disability is allocated to them.

Our information is available via monthly newsletters, termly curriculum updates and adhoc letters. These are published on the school's website. A Facebook site, emails, Class Dojo and the school app are also regularly used to disseminate information. There is a noticeboard on the railings of the school to also share information.

In the main reception we have a full display of helpful information. We are also able to translate documents when requested or enlarge print. We provide assistance to stakeholders who require support with their literacy skills. Policies can be accessed via the website or paper copies are available upon request at the school office.

Our school has furniture that is modern and of a suitable height to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEND in addition to Ipads. Headphones, netbooks, computers and interactive whiteboards are installed in every classroom.

Teaching and Learning

What the school provides

Early identification is vital and outside agencies may advise on the provision of intervention strategies. The class teacher informs the parents at the earliest opportunity to alert them to their concerns and enlist their active help and participation. A child is identified as having a special educational need through a variety of means including: concerns being raised by parents/ carers, teachers or the child, limited progress is made in accordance with age related expectations, there is a change in the child's behaviour or progress, concerns are raised by external agencies e.g. the GP or school nurse, information is provided from a previous school/ nursery setting.

The class teacher and SENDCO assess and monitor the children's progress in line with existing school practices. The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support. Adaptive teaching practices are utilised so that teachers adapt their teaching to respond to the needs and strengths of all of their learners.

For some children who have more complex needs, support will also be sought from Educational Psychologists, Occupational Therapists and Special Educational Needs and Disabilities' Specialist Teachers. Some children may complete small group or 1:1 interventions where appropriate to support their needs.

The class teacher and SENDCO can break down the assessment into smaller steps (PIVATS) to aid progress and provide detailed and accurate indicators where necessary.

In the case of children with hearing impairments, visual impairments or medical needs specialist support, equipment and training is provided by the Lancashire Inclusion Service and the NHS.

All classes have adequate TA support and all TAs are appropriately trained. The SENDCO has achieved her National Award for Special Educational Needs Co-ordination.

When sitting examinations children with SEN can be supported 1:1, have timed breaks, be granted additional time or sit in a quiet setting in a small group to aid concentration. A scribe/reader/ listener can be used where necessary.

The SEND Individual Education Plan records the type of intervention a pupil is receiving, the duration, pupils progress throughout the school and records how much progress individuals make following interventions.

The school's SONAR assessment system also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEND.

Children with SEN and/ or disabilities may require extra emotional support from the SENDCO and/ or the Family Support Manager or their assistant.

Reviewing and Evaluating Outcomes

What the school provides

Parents contribute and take part in Annual Reviews of children with EHC plans and receive copies of all relevant paperwork concerning their child. Pupils are asked to make an age-appropriate contributions to the review.

Children with SEND support have Individual Education Plans (IEPs), these are now stored online using the Provision Map software. These are usually updated termly with parents and relevant school staff where possible. Shakespeare operates an Open-Door policy with regards to any concerns that a parent may have.

Parent/ carers of Children Looked After are invited to Personal Education Plan or review meetings, which may be either of a face-to-face nature or a virtual meeting.

Pupils' progress is monitored throughout the school and pupils with SEND are also monitored on their Individual Education Plans.

SEND provision is assessed and evaluated through discussions with parents at the annual review and from the annual parent questionnaires, open evenings etc.

Keeping Children Safe

What the school provides

The Head teacher is responsible for ensuring that the appropriate Risk Assessments are carried out by teaching staff using the Lancashire 'Evolve' system and they are reviewed at least annually or more frequently if necessary.

If required, a handover is carried out by a TA or class teacher to the appropriate parent/carer.

A teacher and support staff supervise break periods.

Teaching Assistant support is available in every class but some classes may have additional adult support if required for children with additional needs.

The Family Support Manager and IT Co-ordinator provide online safety training and guidance for all pupils and provide information to parents annually.

Parents can access the Anti-Bullying Policy on the school website or can ask the staff at the office for a paper copy.

Lancashire procedures are adhered to ensure that children stay safe on activities such as PE lessons and school trips.

There is one disabled parking bay in the staff car park for drop offs/ collection of pupils that may be used by parents provided prior agreement has been made with school.

Health (including Emotional Health and Wellbeing)

What the school provides

Shakespeare Primary School has a nurturing ethos. The SENDCO has been trained by The Nurture Group Network and all staff have received attachment training. The school strives to develop and support the positive wellbeing of our pupils.

School provides counselling sessions from New Start, the Den and other agencies to support those children with complex needs or those who may have low self-esteem. These are organised by either the Family Support Manager or the SENDCO

All medicine is recorded in a medicine file along with details of dosage and frequency and parents sign to grant authorisation to the school to administer this to their child. Some medicine e.g. for ADHD is stored in a locked cupboard for safety reasons.

Individual Health Care plans are written with parents/carers. A medical professional may be consulted for advice where necessary. Individual Health Care plans are passed onto the relevant class teacher, parents/ carers and the school nurse, whilst the master copy is kept in SEND records. Individual Health Care plans are also kept centrally in a file in the school office.

Relevant support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Epipen, Asthma and Cystic Fibrosis training has been provided to ensure relevant staff are conversant with the appropriate action or medical procedure required.

In the case of a medical emergency, staff will contact 999 and ask for an ambulance. Parents will also be contacted. A member of staff will accompany the child in the ambulance and will also take along any medical information. E.g. an Individual Health Care plan or a copy of the relevant data collection sheet.

Children with hearing impairments/ visual impairments receive regular assessments from Lancashire specialist teachers whilst in school and advice is given to staff as to how best support the pupil's needs.

Staff are able to contact the school nurse for advice when required, this is usually through the Family Support Manager and/ or the SENDCO.

A sensory room is now available for those children who require a sensory break. Some pupils with more complex needs may receive nurturing support from the SENDCO and teaching assistants. Staff are aware that children with Special Educational Needs and/ or Disabilities may require further support for their social, emotional and mental health wellbeing.

Communication with Parents

What the school provides

The website contains details of all staff currently employed by the school, the School Prospectus and a wall chart in the reception area also provides this information.

An informal year group meeting – ‘Meet the Teacher night’, is held at the start of the academic year to build a positive relationship with parents and to give them an insight into the activities that their child will experience during the year.

The school operates an Open-Door policy and has two parents’ evenings a year to provide opportunities for parents to discuss the progress of their child. An annual report is also provided for each child. An annual parent questionnaire allows parents to record their views and suggestions. A suggestion box is also kept in the reception area of the school.

All parents are also invited to become part of the Friends of Shakespeare Parent Teacher Association. A variety of events are held during the year in order to raise funds for the school. The school also has a number of ‘Making Mornings’ whereby parents can support their child in class to complete a creative piece of work.

Working Together

What the school provides

There is a School Council and a School Eco-Team for pupils to contribute their own views. Years 3 – 6 have an annual questionnaire to record their views.

Parents can have their say about their child in Parents Evenings, Annual Reviews, IEPs or through the school’s Open-Door policy. Elections to the Governing Body are held in the event of a vacancy arising.

The designated SEND Governor/ members of the governing body are able to provide guidance for school on a variety of support needs e.g. financial and adult education.

The SENDCO reports on a termly basis to the Governors’ Curriculum Committee and there is also one Governor who is responsible for Special Educational Needs and Disabilities. Furthermore, the SENDCO reports once a year to the Curriculum Committee regarding the progress of those children who are either looked after or have been previously looked after.

Home School Agreements are signed by parents/ carers, school and in KS2, also pupils. The Home School Agreement makes it clear that school and parents will work together to support children with SEN and/ or disabilities.

What help and support is available for the family?

What the school provides

School can help with completing forms/ paperwork if this is required. This can be provided by office staff/ SENDCO and is accessed by contacting school for this support.

There is a Community Notice board which contains additional information of upcoming events or general useful information e.g. Drop in Centres etc. Further Community advice can be sought through the Family Support Manager or the SENDCO.

Transition to Secondary School

What the school provides

Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local schools visit to help ease the transition from Year 6 to Year 7.

SEND children receive additional visits where necessary. These may be organised by the Family Support Manager or the SENDCO.

Extra Curricular Activities

What the school provides

There are opportunities for pupils to take part in many after school activities provided free of charge. Parents/ support workers of children with disabilities are encouraged to attend.

Children that take part in cookery clubs are asked for a voluntary donation to cover the costs of ingredients.

The clubs are available to the pupils in the designated age range assigned to that activity. Clubs may take place either at lunchtimes or after school.

Some children may receive nurturing sessions to help develop their social skills or develop their self-esteem.

The school now runs its own wrap-around care club before and after school.

Feedback

What is the feedback mechanism

Feedback for school regarding children with Special Educational Needs can be made via email to the SENDCO herself, by phone call, dojo message, or in person. This information will be disseminated to the relevant member of staff. If there is any negative feedback, parents will be invited to come into school to discuss their concerns and if necessary be directed towards the school's complaints procedure.

Where possible, positive feedback will be communicated to the relevant staff and through the school website.