



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Penwortham Primary

School Number: 07043

<b>School/Academy Name and Address</b>	Penwortham Primary School, Crookings Lane, Penwortham, Preston, PR1 0HU		<b>Telephone Number</b>	01772 743321
			<b>Website Address</b>	<a href="https://www.penworthamprimary.co.uk">https://www.penworthamprimary.co.uk</a>
<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>	
	X			
<b>What age range of pupils does the school cater for?</b>	4-11			
<b>Name and contact details of your school's SENCO</b>	Mrs Jennifer Cunningham <a href="mailto:j.cunningham@penwortham-pri.lancs.sch.uk">j.cunningham@penwortham-pri.lancs.sch.uk</a>			

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>	Mrs Jennifer Cunningham SENDCo		
<b>Contact telephone number</b>	01772 743321	<b>Email</b>	<a href="mailto:j.cunningham@penwortham-pri.lancs.sch.uk">j.cunningham@penwortham-pri.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="https://www.penworthamprimary.co.uk/page/send/78685">https://www.penworthamprimary.co.uk/page/send/78685</a>		
<b>Name</b>	Penwortham Primary School	<b>Date</b>	17.06.25

## 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

- Accessibility audit 2021 can be found on website (<https://www.penworthamprimary.co.uk/page/equality/80418>).
- The school is fully wheelchair accessible - door widths throughout the building are wide enough for a full-size adult wheelchair.
- Floor surfaces are wheelchair friendly.
- Classroom spaces, chairs and furniture are all appropriate and/or height adjustable.
- Whole site is single level and all entrances are accessible by ramps.
- There are two accessible toilets with space for changing.
- Two accessible parking spaces at the front entrance.
- Visual clues and symbols are used for children with social and communication difficulties – all classrooms have visual timetables, these are personalised where necessary for individual pupils and small steps boards, social stories are used on an individual basis.
- Computer programs for children with SEND (IDL Maths and English)
- I pads, computers and interactive whiteboards in every classroom.
- Sensory Aids and specialist equipment such as writing slopes and weighted cushions are available as needed.
- Hearing aids – hearing specialist termly meetings when appropriate.
- Information shared with parents/carers through website, School Spider App and paper copies of newsletters, etc are available in request.
- Information for parents/carers can be translated for EAL (English as an additional language) families with support from a Local Authority advisor. Termly EAL meeting with Local Education Authority specialist to provide staff, family and pupil support.

## 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

#### On entry to school –

**Entry at Reception Age** – Parents/carers are encouraged and welcomed to look around school prior to them applying for reception places and once places finalised, information from parents/carers regarding additional needs is shared.

The school liaises with nurseries to identify children with SEND prior to them starting school and nurseries involve reception teacher/SENDCo in relevant meetings regarding SEND pupils.

School provides an induction group weekly prior to children starting school and Stay and Play sessions through the year so that all children become familiar with the new setting and their class teacher in a safe and secure environment. This also enables school to observe the children in their setting to ensure they can safely access the building and how they react within the classroom/school.

**Entry at any other stage** – Parents/carers are encouraged and welcomed where possible to visit the school prior to starting with their child/children to support a smooth transition, especially if the pupil has SEND.

School will seek information from previous school and parents/carers regarding additional support and will liaise with previous SENDCo regarding learning plans.

Visits for the pupil to the school, where possible, to meet new teachers and peers is encouraged and where not feasible, written communication between new class and the pupil will be instigated (letters, getting to know me leaflets, etc).

#### **Assessing and Identification**

Early identification is vital and school uses its termly cycle of assessment to identify children who may have additional needs (data analysed by head and SENDCo). The class teacher informs the parents/carers at the earliest opportunity to alert them to any concerns and enlists their active help and participation. The class teacher and SENDCo assess and monitors the children's progress in line with existing school

practices. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The stages of support are outlined in the schools SEND policy and the Information Report, both accessible on the school website (<https://www.penworthamprimary.co.uk/page/send/78685>) and advice and further assessment by external agencies is sought as and when it is needed.

The class teacher and the SENDCo if necessary break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. These might include Pivats/'P' Scales, LAPS or KLIPS.

Progress on interventions is also assessed by the learning mentor, SENDCo, teaching assistants and class teacher, for example IDL initial assessment which identifies level, half-termly assessed for progress.

Following consultation with parents/carers, children can be assessed by outside agencies such as LDIGS, Acorn Psychology Service and CAMHS for a range of additional needs.

School also liaises with a variety of professionals including educational psychologists, speech and language therapists, CAMHS, occupational therapists and the School Nurse who all support in identifying and assessing pupils with SEND.

### **Additional support provided in the classroom**

Teaching assistant support is available in all our classes at some point in the day depending on the level of need a particular pupil or support a class may require.

All teachers have implemented dyslexia friendly classroom approaches, including visual timetables and writing in blue pen and receive regular training updates.

Practical resources to support communication and interaction and sensory needs are utilised where appropriate – stress balls, weighted blankets, pencil grips, use of computers for writing, small steps boards, timers, social stories.

The school behaviour policy provides time to reflect on the zones of regulation and looks at strategies to support regulation and allows for pupils to gain awareness of their feelings, actions and natural consequences. Pupil focused conflict resolution and reflect and reset activities help to support this.

### **Provision provided to facilitate curriculum access and independent learning**

Targeted Intervention support throughout the school - the learning mentor provides intervention support related to Social, Emotional and Mental Health needs at lunchtimes and in afternoons, and at other times of day as needs arise.

External agencies provide resources and support ideas through reports which the SENDCo supports the class teachers and families in implementing. This may be through classroom support or intervention groups outside the classroom with Teaching Assistant or Learning Mentor.

Computers/laptops used in UKS2 to facilitate independent writing and research for those pupils who have additional needs with written recording. This is supported with online homework using Sumdog, Times Table Rockstars, etc.

### **Staff Training and Expertise**

Staff, including Teaching Assistants, have received Dyslexia Friendly Classrooms training, Precision Teaching training, Provision Map training and Individual Education Plan (IEP) target setting support.

Staff have received First Aid, Epilepsy and EpiPen training.

In the case of children with VI, HI or medical needs, specialist support, equipment and training is provided by the Inclusion Service.

### **Adjustments in SATS/tests**

When sitting tests, children with SEND can be supported 1:1; have a reader or a scribe; have timed breaks; be granted additional time; be provided with enlarged/coloured papers or sit exams in a quiet setting to aid concentration. Pupils' needs will be assessed in consultation with class teacher, parents/carers, SENDCo and external agencies, where appropriate, and will follow classroom practice and be in line with their level of current everyday support.

### **SEND Provision Map**

The school's provision map records a range of interventions, resources and support a pupil may receive from Reception to Year 6. Children of similar needs may be grouped together to receive intervention. Specialist teachers and outside agencies are employed according to needs identified in school.

All pupils are tracked and monitored by head, SENDCo and class teachers.

Statutory Assessment arrangements for pupils with SEND – the school follow the guidance provided by the statutory assessment documents.

## **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**

All pupils with SEND are monitored by the class teacher and the SENDCo through termly assessments and progress meetings held with the Senior Leadership Team where needs are identified.

Pupils' progress is monitored throughout the school through assessment data. All progress, assessments and teaching strategies are carefully monitored and reviewed through the 'Assess, Plan, Do, Review' system. Some children's progress is monitored through the use of assessment tools such as PIVATS, LAPS, KLIPS where targets are broken down into much smaller chunks.

Our learning mentor and other teaching assistants work with groups of children where a need has been identified which cannot be met through Quality First Teaching.

Pupils are asked to reflect on their zone of regulation each morning and after lunch each day. Teaching assistants will 'check in' with pupils who signpost that they may need support in helping to regulate their emotions at that time.

IEPs are updated termly and reviewed regularly by the class teacher. These are shared with the SENDCo and parents/carers when they are initially written and at parents' meetings.

Children with SEND Support Plans (targeted learning plans) – These are reviewed and updated on a termly basis by the class teacher and the SENDCo. An informal meeting is held with parents/carers to discuss progress, review targets and pupils' views are collected termly through One Page Profiles.

Children with an EHCP- An informal termly meeting with parents/carers and an Annual Review are held with parents/carers and all professionals involved to discuss progress, review targets, set new targets (where applicable) and pupils' views are collected termly through One Page Profiles. Pupils are also invited to attend the review to share their views on their progress.

The school has an open-door policy and staff are available to discuss concerns with parents/carers as necessary. Families can also contact staff and the SENDCo through the school office or via email.

The SENDCo can bring cases to WRIST hub and cluster meetings with local schools and link Educational Psychologist for review.

## 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

All School Staff and Governors have read Keeping Children Safe in Education (KCSIE) Part 1 and received Safeguarding Training. Teachers and Teaching Assistants receive regular safeguarding update training from the Designated Safeguarding Lead (DSL). The DSL and Deputy DSLs attend refresher training at appropriate times.

Any pupil who required additional arrangements would be reviewed on an individual basis with class teacher, SENDCo and parents/carers.

### Handover Arrangements

Teachers and Teaching Assistants do not let a child leave their classroom without seeing the adult/older sibling who is collecting them.

Parents/carers are requested to inform the school if a different adult will be collecting their child/children who the staff are not familiar with.

If required, for some children, a procedure takes place where a parent hands the child over to a Teaching Assistant to ensure the safety of the child in the morning and similarly after school.

Pupils whose parents/carers have requested they walk home alone, complete a consent form and Year 5/6 staff monitor those children leaving school using their class list.

After School Club pupils are met in the hall (Key Stage 1 pupils accompanied by a Teaching Assistant) and then walked over to the high school by the After School Club staff.

### **Lunchtimes/breaks**

If a child has been identified as requiring additional support during breaks, lunchtimes or other parts of the school day to keep them safe this support will be detailed in the child's SEND Support plan.

Lunch/break supervision - Teaching Assistant who work with the classes support them at playtimes, Learning Mentor is outside at lunch time to support pupils who need additional support at these times.

### **Risk Assessments**

Individual risk assessments for pupils are completed by the SENDCo with parent/carer support and teacher input alongside current school risk assessments.

The Head Teacher carries out any additional risk assessment as necessary. Risk Assessments related to Educational Visits are completed using Evolve – these are the responsibility of the class teacher to complete and be checked by the Educational Visits Co-ordinator.

Each trip/visit is risk assessed and arrangements made to ensure the safety of all pupils.

### **Outside the classroom**

The school grounds are secure with railings all the way around and during school hours all gates are locked and secured.

There are two disabled parking spaces at the front of school.

PE/Swimming – teacher/Higher Level Teaching Assistant is always present when external PE specialists are teaching. First aid kit taken and Teaching Assistant present if PE is taught at Priory High School. 1:1 support would be allocated if applicable and would be detailed on a risk assessment for that pupil.

On school trips we ensure that the recommended adult/child ratio is adhered to and 1:1 support allocated if pupil support plans detail this.

Parents/carers can access the Behaviour policy (anti-bullying included) in the school website (<https://www.penworthamprimary.co.uk/page/policies/78679>).

## **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**

#### **First Aid and Administering Medication**

Majority of school staff are first aid trained (register in office) – Emergency First Aid at School, Paediatric First Aid Level 3.

One member of staff is First Aid/Admin of Medicines trained and all prescribed medicines are in a locked cupboard. Medication is always observed being administered by another member of staff and medical register signed.

Specific training is undertaken by identified staff if needed to meet the needs of a specific child. This will be detailed in the child's health care plans which may include advice from the school nurse or relevant specialists. The SENDCo will be involved in this process if medical needs could affect learning.

All health care plans/medical register are shared with staff and kept in their classrooms with a master copy stored in the main office. This ensures all staff, including supply staff, have access to all health information needed in a medical emergency. All classrooms have phones with direct access to the school office and can be used to make external calls. Care plans are also displayed in staffroom, kitchen (allergies) and in lunchtime staff information folder.

Defibrillator – under reading display, all staff received training.

The schools Supporting Children with Medical Needs policy can be found on the website (<https://www.penworthamprimary.co.uk/page/medical-needs/81045>). This details:

- The management, safe keeping and administration of medication
- Working with a family to draw up a care plan
- What the school do in the case of a medical emergency

#### **Health or Therapy Services**

School welcomes support from occupational, speech and language and physiotherapists to support pupils and provide training for staff.

The children can access counselling through Barnardo's, School Nurse and the Primary Mental Health Worker as part of the Early Help Assessment (EHA) process.

### **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**

### **Contacting School**

All staff and their responsibilities are listed on the school website. The school has an Open Door Policy and parents/carers can contact school in the following ways:

- Briefly speak to staff before school
- A member of the Senior Leadership Team on playground before school
- Speak to staff at the end of the day
- Contact the school office
- Email Head or Bursar who will pass message to staff
- Make an appointment for a more detailed discussion
- Email staff via the school website – accessed through class pages

### **Updating Parents/Carers**

Newsletters are sent weekly and are available on the school website (<https://www.penworthamprimary.co.uk/page/newsletters/78645>). These are also sent out as paper copies if requested.

The school website provides parents/carers with access to policies, information about the school and the class pages provides an insight into the learning and experiences taking place within each classroom.

Half-termly curriculum leaflets are shared with parents/carers outlining key learning in all curriculum areas.

Teachers hold Meet The Teacher sessions at the start of the school year to set out expectations, routines and curriculum coverage relevant to that year group.

Parents/carers are also invited to a termly Parents Evening to view pupils' books and their classroom displays.

The school holds parents' meetings in the Autumn and Spring terms, where children's books are available to look through, and provides an annual report of the child's progress in the Summer term.

Children with an Individual Education Plan or an Education Health and Care Plan (EHCP) have informal termly update meetings with parents/carers and children with an EHCP also have an Annual Review.

All children in EYFS are allocated an adult/staff who communicates with parents/carers alongside the teacher and learning journals provide an online journey of the child's learning.

### **Parental Feedback**

Surveys and questionnaires are used to seek parent/carer views. Parents/carers are able to comment on the end of year report.

## **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**

### **Pupil Voice**

The school has a school council with two representatives elected from each class who meet regularly with a designated member of school staff. They share issues and ideas in their classes and raise suggestions with the Senior Leadership Team.

Each class also has two elected eco-councillors who meet regularly with the Geography and Science lead. They share issues and ideas in their classes and raise suggestions with a designated member of school staff.

KS2 classes have 2 elected digital leaders who work with the Computing lead to support online safety across the school.

Each class also has 2 members elected to be Well-being Ambassadors for their class and promote the participation of Well-being Wednesdays amongst other activities.

Pupil questionnaires are used to gain pupil voice across all curriculum areas.

Pupils passports are completed by all pupils at the start of each academic year.

One Page Profiles are completed by all pupils at SEND Support/EHCP and their views are also collected as part of EHCP review meetings and Early Help Assessment/Team Around the Family (TAF) meetings.

### **Parental Voice**

School has an Open Door Policy.

Parental questionnaires organised by the Headteacher are used to collate views on targeted areas for the school.

SEND parents/carers are actively involved in termly meetings, reviews and setting targets for their children.

PTFA actively involved in raising funds for the school, supporting resource and trip funding and running fairs and events for pupils after school.

Parent governor elections are held when a vacancy arises, these are re-elected at end of 4-year office.

### **The Governing Body**

The Governors attend all school events, including relevant training alongside the staff. They are happy to speak with parents/carers

The SEND Lead meets termly with the nominated Governor for SEND to discuss provision/issues and areas for development (no specific information is shared about individual children). This is reported to the Full Governing Body 3 times a year and any actions to meet needs are agreed.

## 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 SENDCo can offer help with forms if this is required. SENDIASS or Parent Partnership provide support with assessment requests, forms and meeting support to parents if required.

Early Help Assessment opened by our pastoral team alongside parent/carer when early support for family required.

The SEND page on the school website (<https://www.penworthamprimary.co.uk/page/send/78685>) provides parents with information and support ranging from activities to do with their child to clubs in the local area that they might want their child to join.

All policies are accessible through the website.

Travel plan support is available where applicable and the school would work in conjunctions with the Local Authority.

## Transition to Secondary School

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

## What the school provides

High Schools visit pupils in Year 6 to ease transition and Year 6 visit the local high schools for taster sessions. Children with SEND may visit on more than one occasion to ensure smooth transition. The frequency of these depends on the needs of the child. Links with local high schools are made right the way through school where the children may visit the school to do an activity (PE, Science).

Year 7 form tutors meet with Year 6 staff and SENDCo if applicable to share learning needs.

Year 6 staff involved in '6 to 7 Transition' network and all pupil data and information shared through an online platform.

High school SENDCo attends review meetings for EHCP pupils and meets with parents/carers and pupil prior to transition.

Pupils from the high school participate in transition projects with Year 6 using English, Maths and Science skills.

Parent Partnership also provide unbiased support for parents in visiting high school for pupils with SEND. This would be organised through Early Help Assessment/Team Around the Family or review meetings via the SENDCo.

## 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

Penwortham Primary school has it's own wrap around care called 'All Stars' This provision is on school site and is available for all pupils on role at Penwortham Primary School.

In addition to this, Kids United and Schools Out provide an offsite before and after school club where the children are brought to and collected from school.

There are many after school clubs that the children can access and in addition, children can access guitars, brass, woodwind and keyboard which incur a charge and are during the school day.

All pupils are encouraged to participate in these activities, special arrangements can be made if required.

## Friendships

Year 6 buddies are used to help EYFS pupils settle in to school, assist them during lunchtime and encourage them to make friends.

Our learning mentor is out at every playtime and lunchtime to encourage children to play together. She is on hand to help and support those children who find making friends difficult or who may have social and communication needs.

All classes have their allocated playground equipment and timetabled sessions on the football court.

Our learning mentor takes out groups to do a conflict and resolution game to give children the necessary skills to play effectively on the yard. It encourages children to talk to each other and empowers them to deal with their own problems rather than relying on an adult.

Learning mentor also uses some lunchtime sessions for Lego Therapy and board games with allocated groups of pupils.

## Feedback

**Feedback can be given by:**

- Phoning the school
- Verbal feedback to staff, SLT
- Emailing staff
- School Spider via the website
- Questionnaires/surveys

Feedback will be discussed by Senior Leadership Team, discussed with Governors where applicable, and action taken if necessary.