



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Longton Primary School

School Number: 07030

|                                                                                                   |                                                                                  |     |                         |                                 |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----|-------------------------|---------------------------------|
| <b>School/Academy Name and Address</b>                                                            | Longton Primary School<br>School Lane<br>Longton<br>Preston<br>PR4 5YA           |     | <b>Telephone Number</b> | <b>01772 612495</b>             |
|                                                                                                   |                                                                                  |     | <b>Website Address</b>  | <b>www.longton.lancs.sch.uk</b> |
| <b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b> | No                                                                               | Yes |                         |                                 |
|                                                                                                   | X                                                                                |     |                         |                                 |
| <b>What age range of pupils does the school cater for?</b>                                        | <b>4 – 11</b>                                                                    |     |                         |                                 |
| <b>Name and contact details of your school's SENCO</b>                                            | <b>Mrs Catterall</b><br><b>senco@longton.lancs.sch.uk</b><br><b>01772 612495</b> |     |                         |                                 |

|                                 |                                        |              |                                  |
|---------------------------------|----------------------------------------|--------------|----------------------------------|
| <b>Name of Person/Job Title</b> | <b>Mrs Brown</b><br><b>Headteacher</b> |              |                                  |
| <b>Contact telephone number</b> | <b>01772 612495</b>                    | <b>Email</b> | <b>head@longton.lancs.sch.uk</b> |

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.longton.lancs.sch.uk/page/sen/50240">https://www.longton.lancs.sch.uk/page/sen/50240</a> |             |                   |
| <b>Name</b>                                                                 | <b>Mrs J Brown</b>                                                                                            | <b>Date</b> | <b>02/09/2026</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 (eg; ancillary aids or assistive technology?)

## What the school provides

### School Information

- The school building is on one level and is wheelchair accessible.
- We do have accessible parking facilities.
- Auditory environment – Headphones are available for use with computers.
- Visual environment – Whiteboards and interactive whiteboards are at the front of the room and centred. Pale paintwork on internal walls so all displays and classroom working walls are easy to see. Minimal display and no displays placed on windows.
- Accessible changing and toilet facilities are available.

### Information

- Information is readily available from the school office and on the school website.
- Where relevant, policies can be provided in a larger font.
- If brochures in other languages were required we would liaise with the pupil access team and the School transition team.
- Our teachers and bursar are available to meet with parents who are without access to laptops or who have additional needs to support them with completing forms.
- Communication takes place via the MCAS App; however paper copies are provided where access is not available

- Regular meetings with Parents of pupils with special educational needs or disability are timetabled each term.

#### Resources

- All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and adapted to individual needs where required. We gain access to any specialist equipment if necessary.

### 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

- Nursery visits are conducted by our Reception teacher to ensure smooth transition to school.
- All children are monitored and tracked through high quality teaching and assessment.
- The school procedures are followed for identifying and referring pupils who are believed to have a special educational need or disability. Guidance and advice is given to teachers who express concerns about specific children.
- Teaching assistants provide support for children who require lessons to be adapted to their needs as well as providing targeted interventions to reduce children's barriers to learning.
- Children are provided with the resources they require in school. These are tailored specifically to their needs. These may include specialist writing equipment, sloping writing boards, ICT as required. Children are encouraged to be independent learners.
- The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, CAMHS,

clinical psychology, Gypsy Romany Traveller and ethnic minority groups, Children and Family Well-Being service, Primary Mental Health Workers.

- Held termly or more often as required, SEN meetings provide staff with updates on changes and training opportunities. Teaching assistants are trained in key areas such as speech and motor skills. All school staff have a personalised CPD programme including SEN to develop skills further.
- Our provision map indicates a range of interventions, resources and support for children with a variety of academic and non-academic needs from the Early Years Foundation Stage (EYFS) through to Year 6.
- Specialist teachers and outside agencies are employed according to needs identified in school.
- Reasonable adjustments and access arrangements are made for pupils with SEND during assessments and statutory tests where appropriate, in accordance with current statutory guidance and the individual needs of the pupil.
- Our Deputy Headteacher has undertaken the National Award for SEN Coordination. Our SENCO has completed the NPQ for SENCOs.

## Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with 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

- Regular meetings are held between staff in order to discuss provision and progress. Termly reviews are conducted with pupils and parents and Annual Reviews for EHCPs are timetabled.
- Effectiveness of provision is assessed by class teachers and SLT looking at progress indicated on the school tracker, BSquared, WellComm and Boxall Profiles and parents are informed about progress each term.
- Children who are transferring to Key Stage 3 have a Transition review in the Summer Term. The Secondary SENCO is invited to annual reviews, as are any other professionals who contribute to the child's provision.
- All staff monitor pupils' individual progress termly and the SENCO uses termly assessment data to track and measure the progress made by children on the Special Educational Needs register. This progress is then shared with staff and reported to the Headteacher, Governors and School Advisor. SEND progress

meetings take place each term to check how the children are progressing in their learning.

- Interventions and in-class support are reviewed regularly throughout the year.

### **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 carried out for all off-site visits. Educational visits are overseen by the school's Educational Visits Coordinator. Where relevant, pupils may have increased adult to pupil ratio.
- All areas of the school form part of our Health and Safety policy.
- Children in KS1 enter class via their classroom doors from the playground, KS2 come into school to complete early morning tasks. At the end of the day teachers take their classes out in KS2 and wait with them until they are collected. In KS1 children are collected from their classroom doors.
- An informal 'One way' system for cars and a walking bus is in place each morning.
- Appropriate levels of supervision are provided during break and lunchtime periods.
- Policies on Behaviour and Anti-Bullying are on our website. Safety is embedded within our curriculum. Copies of policies can be viewed on the school website.

### **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 is only administered by school staff for children with long-term medical needs. Medication lists are managed/supervised and monitored by our Bursar – forms must be signed by parents/carers and the relevant staff administering the medicine.
- All staff are briefed if any child needs/has a care plan. When informed, school briefs staff about children with Asthma or any other medical condition, who require additional medical support. Outside professionals such as the school nurse come into school to provide inset training where needed.
- All staff have received allergy training.
- All staff are qualified first aiders–trained every 3 years. Designated staff are trained in workplace first aid. For specific medical conditions, relevant professionals provide staff training where required. In the event of a medical emergency, the school's medical emergency procedures are followed.
- Different services will be requested as required such as speech therapists, physiotherapists, occupational therapists and school nurses will attend school to provide support for specific children after relevant referral has been successfully made by our SENCO and permission given by the child's parent.
- Our Reception and Y6 children have their weight monitored, sight tests in Reception, hearing tests in Y1 and flu vaccine (parental consent) are part of an annual programme.

## 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

- The website lists the staff at school and their areas of responsibility, alternatively parents can ask at the office and will be directed to the correct member of staff
- We provide access to school policies via our website or from the school office.
- School has an Open Door policy but there are occasions when it may be necessary to make an appointment to see the Headteacher or SENCO.
- Each class has a blog and Instagram which celebrates pupils’ learning and activities in class.
- Official pupil progress meetings with parents occur termly. The third update, in the summer term, is provided through the annual written report.
- Also there are periodic curriculum meetings for parents linked to the different subjects and year groups.

- Three open days a year for prospective parents.
- EYFS Reception pupils and parents/carers have a series of induction meetings in the Summer Term prior to their start date in September. Visits to our school are warmly welcomed at any time for prospective and new parents.
- Parents can provide feedback via the parents' evenings, parents groups, parent questionnaire and at any time via staff
- Parents are invited to a Special Assembly once a year led by their children. Our Year 6 leadership team host Celebration assemblies every term and each class performs a production each year.
- At harvest, Christmas and Easter the whole school hosts a special assembly at St. Andrew's Church.
- Meetings are arranged annually for areas such as SATs, residential trips, Personal, social and relationship education.
- Throughout the year we invite parents into school for 'reading' or 'maths' afternoons.

## 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

- Various pupil groups facilitate decision making in school, such as School Parliament, Heads Team, Eco Team, etc.
- The school operates a buddy system between EYFS and Year 5 children.
- Pupil groups report to governors termly
- Subject leaders meet with pupils to evaluate how well their subjects are progressing with the intention of improving them further.
- We participate in a pupil questionnaire every year.
- Parents, school and pupil sign a home school agreement.
- Parents are encouraged to share views in Parent/Child interviews twice a year or during specific curriculum meetings or via liaising with Parent Governors.
- Active and successful Parent Teacher Association
- Strong governing body which includes effective parent representatives.
- Vacancies on the Governing Body are advertised/publicised.
- The SEND Governor meets with the SENCO termly.

## 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**

- Headteacher, SENCO and bursar are available to support parents and carers when completing forms and paperwork.
- Parents can access information, advice and guidance via the school office, school staff, the MCAS App, letters, school website and parent notice boards. Information about the support within the local community is also shared with parents.
- We work with the LA on travel plans, supporting any eligible pupils getting to school.

### **Transition to Secondary School**

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

#### **What the school provides**

- SENCO meeting with the SENCO from the receiving secondary school.
- The class teacher and/or SENCO liaises with colleagues at the receiving secondary school and a robust transition plan is drawn up which may include additional visits where necessary.

### **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**

- Before and After school provision
- School provides a wide variety of activities led by school staff and outside agencies, before school, at lunchtimes and after school. Some of these incur charge.
- All pupils, including pupils with SEND, are encouraged to participate in extra-curricular activities. Reasonable adjustments, additional support and adapted arrangements are made where required to enable pupils to participate.

- External agencies sometimes use our school for activity weeks in the holidays, in addition we offer a week of activities in the summer holidays, which are offered to our families.
- PSHE and British Values activities are embedded within our curriculum and encourage our pupils to be responsible citizens of the world and emotionally literate human beings.