



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Newton Bluecoat CE

School Number: 04034

Reviewed March 2020

## 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.SENDEReforms@lancashire.gov.uk](mailto:IDSS.SENDEReforms@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>	Newton Bluecoat CE Primary School		<b>Telephone Number</b>	01772 684415
	School Lane Newton Preston PR4 3RT		<b>Website Address</b>	<a href="http://www.newton.lancsngfl.ac.uk">www.newton.lancsngfl.ac.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>	
	<b>X</b>			

<b>What age range of pupils does the school cater for?</b>	Ages 3 - 11
<b>Name and contact details of your school's SENCO</b>	Mrs Sarah Watson 01772 684415 <a href="mailto:s.watson@newtonbluecoat.lancs.sch.uk">s.watson@newtonbluecoat.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>	<b>Mr James Bird (Head teacher)</b>		
<b>Contact telephone number</b>	<b>01772 684415</b>	<b>Email</b>	<a href="mailto:head@newtonbluecoat.lancs.sch.uk"><b>head@newtonbluecoat.lancs.sch.uk</b></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="http://www.newton.lancsngfl.ac.uk/download/file/LO-%20NEWTONBLUECOAT%20CE-%2004034.pdf"><b>http://www.newton.lancsngfl.ac.uk/download/file/LO-%20NEWTONBLUECOAT%20CE-%2004034.pdf</b></a>		
<b>Name</b>	<b>Sarah Watson</b>	<b>Date</b>	<b>07.03.20</b>

**Please return the completed form by email to:**  
IDSS.SENDReforms@lancashire.gov.

## **Accessibility and Inclusion**

### **What the school provides**

Newton Bluecoat school was built in the 1960s with additional classrooms added in 2000.

The school is built on one level with ramped access to the main entrance and playground. Doors from KS1 classrooms have a single step to the outside.

Disabled parking is available at the front of the school.

A disabled toilet is available as part of the Gents toilet but it does not allow wheelchair access.

Furniture is at a suitable height appropriate to the age group of children working in the classrooms.

Information is available on the school website and this is updated regularly. In addition paper copies of the weekly newsletter are available on request. Additional flyers are sent home with the children for events specific to groups of children.

The EYFS use pictorial signs as well as the printed word. "Communication in Print" symbols are used for individual pupils as advised by relevant professionals.

Interactive whiteboards are fixed in every classroom and in the computer suite, which houses 30 networked computers. In addition laptops and i-pads are available to be used in KS1 and KS2 with appropriate software. A range of ICT programmes are used to support children with SEN.

## **Teaching and Learning**

### **What the school provides**

Early identification is vital and outside agencies can help advise on the provision of intervention strategies.

The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Pupil progress is monitored termly and pupils not making expected progress are identified by class teachers and senior leaders.

A class teacher will complete a Cause for Concern form and meets to discuss this with the SENCO. Appropriate measures are then put in place to meet this need. This could include further assessment either internally or externally by a specific professional,

e.g. IDSS, specialist teacher, Educational Psychologist, Speech & Language Therapist or Occupational Therapist.

A differentiated or individual curriculum may be put in place.

Input will be monitored by an Individual Education Plan (IEP) set termly and monitored weekly by the class teacher and termly by the SENCO. If a target is reached new targets can be added before the end of a term.

Parents are invited into school each term to be involved in setting the targets and sign each one to show their agreement and cooperation.

For SEN pupils making very slow progress PIVATS are used to monitor and celebrate smaller steps of progress.

Each class has the benefit of a teaching assistant. All teaching assistants have received training in specific areas and work throughout the school with groups of children to promote and support learning. Areas include ASD, Motor Skills, Speech & Language, Early Phonics and Reading, Maths and Behaviour.

We have a HLTA who is used to cover classes and is a trained Family Learning Mentor.

All staff are encouraged to have training to promote their particular specialism.

Specialist teachers visit the school regularly to carry out specific assessments and advise on ASD, SLCN, SpLD.

During formal tests and SATs pupils have access to a scribe or reader (if that is what they use regularly in the classroom). Pupils with SEND may have 25% additional time. Pupils requiring breaks and those using a scribe or reader work in a separate room.

The SEN Provision Maps record the type and duration of the intervention. The Lancashire E-Tracker and PIVATS are used to track pupils progress and provide data for pupils receiving Pupil Premium and SEN funding.

## Reviewing and Evaluating Outcomes

### What the school provides

Reviews of progress and planning for the year ahead for pupils with EHCPs are held in school annually. Parents and all professionals involved are invited to attend or contribute. The targets set at this meeting are used to inform IEP planning. Pupils contribute to their review as appropriate and may also attend for part of the meeting.

Parents are welcome into school to meet with staff by arrangement.

Pupils' progress is monitored throughout the school using the Lancashire E-Tracker and pupils with SEN are also monitored on the provision map. Pupil progress can also be monitored using PIVATS as well as National Curriculum guidelines.

IEPs are monitored and evaluated termly and new targets set. Provision maps are updated at annual reviews for pupils with EHC plans. Class based provision maps are updated at the beginning of each school year and added to as appropriate.

## Keeping Children Safe

### What the school provides

A Health and Safety Audit is carried out in school as required.

Pupils with a specific need have a Risk Assessment carried out by the Headteacher who may seek specialist advice for an environmental audit. Once a Risk Assessment is put into place it would be made available for all staff and displayed in the appropriate classroom and the staffroom.

A parking space is available at the front of school for pick-ups and drop-offs for pupils identified as requiring this.

In EYFS and Y1 pupils are handed over to the parent or carer by the class teacher or teaching assistant.

From Y2 pupils leave by the rear doors and are met by parents at the school gates. If parents are not at the gate pupils are instructed to return to the main entrance where their parents are contacted.

The playground is supervised by a teacher and teaching assistant at break-times. Welfare staff supervise pupils both inside and outside at lunchtimes.

Appropriate Risk Assessments are carried out for all school trips.

All policies are available from school on request.

## Health (including Emotional Health and Wellbeing)

### What the school provides

Medicine which is required at least four times daily can be administered by school. Medicines are kept in the staffroom fridge or safe. Parents must bring medicines into school and must sign an authorisation which is kept in the office. (Copies of this form are available for parents to download via the school website)

A first aider administers the medicine or supervises its administration.

A Medicine Log is kept in the office containing details of all administered medicines.

Parents are required to collect medicines at the end of the school day.

Pupil inhalers are kept by the class teacher in the classroom.

Parents complete an inhaler form which is kept with the inhaler.

An asthma log is also kept with it and this is completed by an adult when the inhaler is used.

A list of staff with First Aid Training is kept by each First Aid Box in several locations around school.

Care Plans are drawn up in consultation with parents and the school nurse. Care plans are kept in the pupils' classrooms with a master copy kept in the SEN filing cabinet. Pupils with extreme needs have their details displayed in the staffroom with all relevant details and contact numbers.

The school nurse is available for drop-in sessions at school. School can arrange an appointment for parents to meet with the school nurse or via the Virgin Care Hub on 0300 247 0040.

## Communication with Parents

### What the school provides

The school website contains details of all staff currently employed by the school and the School Prospectus also provides this information.

The school operates an Open Door policy and has two parents evenings each year to provide opportunities for parents to discuss the progress of their child.

A parental questionnaire is also provided for parents to record their views and suggestions.

A written report is sent to parents at the end of the school year. A weekly newsletter is sent to parents electronically or a paper copy may be requested.

## **Working Together**

### **What the school provides**

There is a school council for pupils to contribute their own views in school. Parents can have their say about their child in Parents Evenings, Annual Reviews and IEP Reviews if they express a wish to do so. Elections to the Governing Body are held in the event a vacancy arises.

The school has a team of dedicated parent helpers who contribute to school life by hearing readers and helping with a range of activities both in school and on school visits.

The Friends of Newton Bluecoat fundraise for the school and offer opportunities for parents, staff and children to get together on an informal basis.

## **What help and support is available for the family?**

### **What the school provides**

Families of pupils with SEN are advised of Parent Partnership particularly to help with school transition.

Our FLM is available to meet with parents to provide advice and signpost to outside agencies as appropriate.

The Open Door policy means that staff are always available to discuss and offer advice to parents.

Pupils with an EHC Plan usually have additional visits as arranged with the receiving high school.

## **Transition to Secondary School**



**What the school provides**

Our school has close links with the local high school and pupils visit for some sporting events during the year. Year 5 and 6 have the opportunity to visit for experience days. All pupils get the opportunity to visit their selected high school. Teachers from the local schools visit to ease the transition from Year 6 to Year 7.

**Extra Curricular Activities****What the school provides**

A Breakfast Club and After School club are available on the school premises. A variety of before school and lunchtime activities are available and these change regularly.

The school offers a wide range of after school activities, some of which are provided free of charge and some of which are run by outside providers, for which there is a charge. These include Athletics, Football, Cricket, Netball, Gardening, Chess, Computing, Dancing, Cheerleading and Fencing. Not all activities are available at the same time or for all year groups.