



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Sharneyford Primary

School Number: 14005

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.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Sharneyford Primary School,		Telephone Number	01706 873955
	Todmorden Road		Website Address	http://www.sharneyford.lancsngfl.ac.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No			
What age range of pupils does the school cater for?	4 -11 years			

Name and contact details of your school's SENCO	Andrea Holt
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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.

Name of Person/Job Title	Andrea Holt (Headteacher)		
Contact telephone number	01706 873955	Email	head@sharneyford.lancs.sch.uk

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.

Please give the URL for the direct link to your school's Local Offer	http://www.sharneyford.lancsngfl.ac.uk/		
Name	Andrea Holt	Date	9th March 2023

Please return the completed form by email to:
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

The school was built in 1878 and is not fully wheelchair accessible. The school has several sets of stairs at the front of the building although wheelchair access is possible via the back of the school through the KS2 cloakroom. The school is located on the main road and does not have any car parking spaces. Parking is available on the roadside. A wide range of information can be found on the school website and on the parent noticeboard outside the front entrance. A weekly newsletter is sent out to parents as well as being posted on the website. Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classroom.

The school has a range of ICT programmes and other specific programmes relevant for pupils with SEN. Each class has an iPad, set of laptops and interactive whiteboards are installed in each classroom. The school has a number of ipads for pupil use. Support staff are trained in delivering Talk Boost programmes and other related speech and language programmes.

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

Early identification is vital and outside agencies can help advise on the provision of interventions strategies. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCo assess and monitor the progress of a child in line with existing school practices, e.g. PIVATs, school's own trackers.

The class teacher writes Individual Education Plans (IEPs) on a termly basis. These are discussed with the child and sent home for parents to read. Targets and strategies are clearly indicated on the IEP and they are evaluated at the end of each term.

In the case of children with more specific learning difficulties such as dyslexia and dyscalculia, outside agencies such as IDSS will be asked to complete assessments. This is the same for children who have visually/hearing impairments or who have medical difficulties.

All staff have received first aid and epipen training. Three support staff have been trained to deliver the Talk Boost programme.

During lessons, support staff support children with SEN and can be supported on a 1:1 basis or within a small group. During tests, children with SEN can be supported 1:1, have limited breaks, be granted additional time and have a reader.

The school has a detailed provision map which clearly states the type of intervention each pupil is receiving. Progress and achievement of children with SEN is tracked and recorded on a termly basis. This progress is monitored and discussed at Pupil Progress meetings between the Headteacher and class teacher and is reported to parents at the end of each term.

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

Parents contribute and take part in Annual Statement Reviews and received copies of all relevant paperwork concerning their child. Pupils are also (if appropriate) asked to make a contribution to the review. IEPs are produced termly (half-termly if deemed necessary). School has an open door policy with regards to any issues a parent may have.

Pupils' progress is monitored throughout the school and pupils with SEN are monitored on a termly basis.

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

The Headteacher carries out risk assessments as and when necessary.

All children are taken out of school at the end of the school day by their class teacher/TA. The handover is carried out by the teacher/TA to the appropriate parent/carer. As the school is directly on the roadside and there is no car park, parents/carers will have to park on the road and walk to the school gates.

Two welfare staff are on duty each lunchtime to supervise the dining hall and the playground. A teacher will be available, if needed, during the lunch break.

During PE lessons and school trips, staff will be present at all times to support and look after all our children. We also ensure that correct ratios are adhered to, often having more staff than necessary.

Parents can find details of many of our policies on the school website, including the Anti-Bullying Policy.

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

All medication is securely kept in the school office and is recorded by the office manager in a book along with details of dosage and frequency and parents must sign to grant authorisation to the school to administer to their child. Care plans are passed on to the relevant class teacher and the master copy is kept in the SEN records. All staff are kept up-to-date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. Staff are trained in epipen use.

The school nurse and Speech and Language therapists regularly visit school.

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

As we are only a small school, we only have a small staff and parents know each member of staff. The school website contains lots of details about current members of staff and the school prospectus also provides this information.

The school operates an Open Door policy although at busy times (8.50 – 9am and home time), staff may be on duty and may need prior warning.

Parent evenings are held twice a year (in the Autumn and Spring terms). An end of term report is sent out to parents on a termly basis. The Summer report is more detailed and in-depth than the other two.

A parental questionnaire is sent out annually and is provided for parents to record their views and suggestions.

An Open Day is held for new Reception children in the Summer Term.

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

Our school has a School Council where children organise events and have their say. We provide parent evenings, parental questionnaires, Annual Reviews and an Open Door policy for parents to have their say.

Parents can become governors, when a vacancy arises. Parents are invited into school for various workshops, e.g. e-safety and for fundraising activities, such as Christmas/Summer fairs. Parents are also able to come to the Celebration assembly on Fridays.

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 Class Teacher, Headteacher or office manager can help with forms if this is required.

Our weekly newsletter which is sent home with pupils and is also posted on the school website keeps parents up-to-date with additional information such as drop-in centres, etc. The school noticeboard also provides the same information.

In the past, the school has held an E-safety, phonics, reading and maths workshops for parents.

If a child has a problem with getting to and from school, we can deal with this with the appropriate bodies.

Transition to Secondary School

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

What the school provides

Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers visit our school to help ease the transition from Year 6 to Year 7. When relevant, support staff will run nurture groups to assist the transition. Related topics are discussed within PSHE lessons.

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

Sharneyford operates a daily breakfast and after-school club (Sunrise and Sunset Clubs) available to all pupils. Our school website provides more detail.

We offer a wide range of lunch and after-school clubs, e.g. gardening, library, skiing, tennis, fitness, cricket, football, dance and many more. More detail is provided on the website. The clubs change on a half-termly basis. All of our Clubs are free except for Sunrise and Sunset Club.

We also offer music lessons which are run by Lancashire Music Services (fee applies).

All of our clubs are inclusive although some have a designated age range for practical reasons.

As we are a small school, all the children play together and the older pupils are very good at helping the younger pupils settle in.