



## **SEN and Disability**

### **Local Offer:**

Name of School: Castercliff Primary Academy

School Number: 13504

<b>School/Academy Name and Address</b>	<b>Castercliff Primary Academy</b> <b>Marsden Hall</b> <b>Road North,</b> <b>Nelson,</b> <b>Lancashire</b> <b>BB9 8JJ</b>		<b>Telephone Number</b>	<b>01282 617627</b>
			<b>Website Address</b>	<b>www.castercliffprimaryacademy.co.uk</b>
<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>	<b>4 - 11</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mr M Cockett</b> <b>01282 617627</b>			

<b>Name of Person/Job Title</b>	<b>Mr M Cockett</b> <b>SENCO</b>		
<b>Contact telephone number</b>	<b>01282 617627</b>	<b>Email</b>	<a href="mailto:mcockett@pendleeducationtrust.co.uk">mcockett@pendleeducationtrust.co.uk</a>

**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>	<b>www.castercliffprimaryacademy.co.uk</b>		
<b>Name</b>	<b>Mr M Cockett</b>	<b>Date</b>	<b>January 2025</b>

## Accessibility and Inclusion

### What the school provides

- ☐ How accessible is the school environment?

The school office can be accessed via 3 external steps. Early Years can be accessed by a pathway at the front of the building on Marsden Hall Road North. The rest of the school entrances can also be accessed by a pathway at the front of the building on Marsden Hall Road North but require the use of external staircases. Internally, the EYFS and most KS1 classrooms can be accessed on one level, however all dining facilities and the school hall are accessed via internal staircases, with a lift provided for disabled children. Year 1 and all other classrooms are accessed via internal staircases. One classroom is situated in the school playground and is accessed via external staircases. Parking is mainly on the street and there is no possibility of a drop point close to the school entrances. There is a small staff car park at the front of the building. There are disabled toilets available on the same level as the Key Stage 1 and EYFS classrooms.

- ☐ How accessible is your information?

There are parent notice boards at the front of the school. Displays in the office area are kept up to date with information about the school and events in the local area. Policies and procedures are on the school website and are given to parents when requested. Bilingual staff in school, (Punjabi, Urdu, and Lithuanian), translate conversations and help to ensure good communication with parents. Support is also sought from staff within the Trust when needed. New families are met in order to gain information about the needs of the child and the parents e.g. if larger print letters are needed and if there are hearing/sight/mobility issues that we need to be aware of in order to make reasonable adjustments.

- ☐ How accessible is the provision?

Picture cues are used to support labels. Special tables or chairs are used where staff or children need specific support. Differing learning styles are used to suit the needs of the children e.g. kinaesthetic

- ☐ Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

Care plans are written as necessary to support children who need to use specific equipment e.g. standing frame.

## Teaching and Learning

### What the school provides

- What arrangements do you have to identify and assess children with SEN?

Before starting at school visits to the nursery are carried out by the SENCO and foundation manager to highlight children with specific needs. Home visits gain further information about the needs of the families. All children are assessed on entry, further assessments undertaken if additional needs are identified.

- What additional support can be provided in the classroom?

Each year group has some TA t i m e to support children. Various support programmes are implemented according to needs.

- What provision do you offer to facilitate access to the curriculum and to develop independent learning?

Children are encouraged to be independent learners through encouragement and resources that support this.

- What SEN and disability and awareness training is available to all staff?

SEN training is given as prioritised by the SLT e.g. autism, dyslexia

- What staff specialisms/expertise in SEN and disability do you have?

The SENDCo is completing his post graduate diploma in SEN coordination. He is being supported by the Inclusion Manager who is an experienced SENDCo and has this qualification. We employ a qualified Speech and Language Therapist and a specialist teacher.

- What ongoing support and development is in place for staff supporting children and young people with SEN?

CPD is updated according to need. The Specialist teacher supports staff in meeting the needs of children with high needs and the children 1:1 or through ILP's.

- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

Access arrangements are sought for children with additional needs e.g. reader, extra time, separate rooms to allow movement etc.

- 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?

Our provision map and SEN register shows a wide range of support for children with a variety of academic and non -academic needs.

## Reviewing and Evaluating Outcomes

### What the school provides

- What arrangements are in place for review meetings for children with Education Health and Care (EHC) Plans?

Reviews are held for children with an EHCP, IEP reviews are held after each assessment week.

- What arrangements are in place for children with other SEN support needs?

During termly learning progress meetings, the trackers are discussed in order to assess progress and future support which may be needed, the SEN register is updated at this point, the provision map is evaluated to ensure all possible interventions are being utilised.

- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

During termly progress review meetings, the trackers are discussed to assess progress and future support that may be needed.

## Keeping Children Safe

### What the school provides

- How and when will risk assessments be done? Who will carry out risk assessments?

All necessary risk assessments are carried out. Health and safety risk assessments are carried out by SLT and the site supervisor while educational visits risk assessments are completed by staff and authorised by the EVC and the Principal.

- What handover arrangements will be made at the start and end of the school day?

At the beginning of the school day children come straight into school at 8.45 am. At the end of the school day, younger children line up outside on the school yard and are collected by a parent. This is monitored by staff. Older children walk home alone if written permission has been given by the parents. All other children wait with staff to be collected by a parent.

- What arrangements will be made to supervise a child during breaks and lunchtimes?

Lunchtime staff monitor the children during lunchtimes. In addition, all teaching assistants work half of the lunchtime in a rota to provide additional support. Children with specific needs may be allocated a teaching assistant to support them during lunchtime.

- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)

Health and safety and educational policies are in place and followed.

- Where can parents find details of policies on anti-bullying?

Policies can be found on the school website and copies are given on request.

## Health (including Emotional Health and Wellbeing)

### What the school provides

- ☐ How do you manage safe keeping and administration of medication?

There is a strict medication policy. Forms need to be completed and approved in every case.

- ☐ How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Care plans are completed with parents and if necessary the school nurse. Relevant staff are informed verbally and written information given. Regular asthma and other medical conditions updates are given by the school nurse. All care plans are reviewed annually, or more frequently if there is a change in circumstances alongside health professionals and parent.

- ☐ What would the school do in the case of a medical emergency?

Call 999, inform senior member of staff and parents

- How do you ensure that staff are trained/qualified to deal with a child's particular needs?

The school nurse provides staff training for specific medical needs in school and what to do in an emergency.

- Which health or therapy services can children access on school premises?

School employs a Speech and Language Therapist.

The Wellbeing team are available full time to support children with SEMH needs

## Communication with Parents

### What the school provides

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?

The website lists the staff at school and their areas of responsibility. Parents can ask at the office and will be directed to the correct member of staff.

- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)

Teachers are on the yard at the end of the school day and can be approached to arrange times to discuss their child or ask questions. Any problems can be dealt with at the office or appointments made to see senior members of staff.

- How do you keep parents updated with their child/young person’s progress?

Parent’s evenings are held twice a year and there is an open afternoon where the child’s work can be seen and discussed. Parents are met throughout the year to discuss any issues that may arise.

- How can parents give feedback to the school?

Parents can feed back via the parents’ evenings, parents’ groups, parent questionnaire and at any time via staff.

## Working Together

### What the school provides

- What opportunities do you offer for children to have their say? e.g. school council

We have school council meetings along with pupil discussion as part of our termly monitoring plan and pupil questionnaires.

- What opportunities are there for parents to have their say about their child’s education?

Parent questionnaires and during parent classes that are held to inform parents about how they can support their child.

- What opportunities are there for parents to get involved in the life of the school or become school governors?

Parents are invited for reading afternoons and some take part in an after-school English



club.

- 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)

School works closely with health, speech and language, OT, social services, and family support agencies.

- How do home/school contracts/agreements support children with SEN and their families?

Home/school contracts are completed with every new family to the school.

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

### **What the school provides**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

Support completing forms is given by bilingual TAs. This can be done in Punjabi, Urdu, Lithuanian and English.

- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?

Parents can be signposted to support from outside agencies and from in school by office staff, the SENDCO or any other member of staff who can help. Parent notice boards also display information about support available.

- How does the school help parents with travel plans to get their child to and from school?

Support is given via the office staff

## **Transition to Secondary School and from nursery settings**

### **What the school provides**

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

School liaises with nursery settings and feeder High Schools. Staff visit the nursery and High School staff visit school. Home visits are organised so that the SENDCO, Speech and Language therapist and EYFS staff can visit families at home before starting school.

Children are also invited to attend 'Stay and Play' sessions in the EYFS setting during the summer term. Transition activities at the High School are attended. The SENDCO will also arrange visits and support parents and pupils with secondary transitions.

## Extra-Curricular Activities

### What the school provides

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.

Children attend a breakfast club. There are also after school clubs. Parents have been canvassed regarding before and after school care and do not want/need this service.

- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

A variety of clubs are held after school e.g. football, and choir. Clubs provided by school staff are free.

- How do you make sure clubs and activities are inclusive?

All clubs are inclusive and, if needed risk, assessments are completed to ensure that all children can participate, and extra staff provided to ensure children with SEN can attend.

- How do you help children to make friends?

We are an inclusive school and encourage children to get on with each other.

## Feedback

Through the year, there are two Parents' Evenings and there is an end of year annual report to parents. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss aspects of a child's SEN. These are now face to face meetings. We particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child - progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations - progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with other specialist support teachers. The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary).

At Y5 annual reviews transition to high school is considered with discussion involving parents and the LA where necessary. At Y6 annual reviews the SENCo of the receiving high school is invited to attend.

Parental survey forms are also used to obtain parents' views about their child's SEN, any support in place to address needs and any modifications to this support which parents feel may be appropriate.

For further information please visit <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

