



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Forton Primary School

School Number: 02/039

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	Forton Primary School Lane		Telephone Number	01524 791188
	Forton PR3 0AS		Website Address	www.forton.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	4 - 11			
Name and contact details of your school's SENCO	Miss Alyson Hackett 01524 791188			

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	Mrs Lorna Boase Headteacher		
Contact telephone number	01524 791188	Email	head@forton.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	119128		
Name	Forton Primary School	Date	

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 is on one level, with a gentle sloped ramp to the front entrance. External doors in Class 3 and 4 have one step down to the playground. Some internal doorways may not accommodate wheelchairs. Class 3 and 4 have soundfield enhancement. The school has very limited parking and no provision for disabled parking. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Each classroom has an interactive whiteboard together with laptop computers and access to IPADs. The school has a range of ICT programmes which are suitable in addressing the needs of SEN pupils.

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

The school is happy to meet with parents before their child starts school to discuss any additional needs.

The school has a policy of early identification of SEN with the class teacher initially raising concerns with the parents to enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

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

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be assessed by outside agencies such as IDSS, and referrals can be made to health professionals with parental consent e.g. Occupational therapy, Speech Therapy.

Staff have received Emergency First Aid training and one member of staff has completed the Paediatric first Aid qualification.

When sitting examinations children with SEN can be supported 1 to 1, have timed breaks or be granted additional time.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire Pupil Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

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 Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. IEPs are produced termly or half termly depending on the circumstance and pupil and the school operates an Open Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.

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 Head Teacher carries out Risk Assessments where necessary.

If required a handover is carried out by the LSA or TA or class teacher to the appropriate parent/carer.

Where need is indicated, additional staffing is allocated for support over lunch and break times.

All classes have an allocation of TA support. Additional support for named children is provided through provision mapping linked to the needs of individual children.

Parents can access the Anti-Bullying Policy 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

All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. The school has secure storage for medication except when refrigeration is required. The school makes every attempt to administer medication according to the prescription but cannot guarantee exact timings.

Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure they are familiar with what action to take in the event of an emergency. Additional training would be provided by the School Nurse if required e.g. Diabetes and Epipen training.

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 School Prospectus, available in hard copy or on our website, contains details of all staff currently employed by the school. The School operates an Open Door policy, although for a longer chat we recommend making an appointment. Short end of term reports are issued in Autumn and Spring terms and a full report in the Summer term. There are 2 formal parent evenings a year (Autumn and Spring) and an additional informal opportunity in the Summer term for parents to discuss the progress of their child. Parent comments are invited on school reports.

There is an Open Morning in the Autumn term with opportunities to tour the school and meet the Headteacher. Additional times to visit can be arranged.

Parent comments are invited following Open Morning and a parent questionnaire is also provided for parents to record their views and suggestions. Responses are given on the weekly newsletter. A personal response may also be given, depending on the nature of the comment.

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

There is an elected School Council with 2 representatives from each year group from Year 1 to Year 6. This provides opportunity for children to put forward their views.

Parents can have their say about their child in Parent Evenings, Annual Reviews and IEP reviews (if they express a wish to do so). Written comments can be made on

school reports.

Parents can become involved in the life of the school as voluntary helpers, as members of FOFS (Friends of Forton School) or by standing for election to the Governing Body in the event a vacancy arises.

We have a nominated SEN governor who regularly visits the school, meets with the SENCO and makes reports to the governing body on SEN provision within the school.

The school signposts to other agencies who may be able to offer additional support.

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 or Head Teacher can offer help with forms if this is required.

There is a School Notice board which contains additional information of upcoming events or general useful information e.g. Drop in Centres etc.

The school sends out (hard copy and email) a weekly newsletter with information and events. The school website is regularly updated and provides information on events, policies, curriculum etc. The school holds information events for parents e.g. E Safety, Supporting your child with homework.

If a pupil required a Travel plan to get their child to and from school this would be dealt with by the class teacher, SENCO and Head Teacher if required.

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 from the Local Schools visit to help ease the transition from Year 6 to Year 7.

For children with SEN, additional transition meetings and visits may be arranged.

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

Forton Primary operates a daily Breakfast Club from 7.45am and an After School club available until 5.30pm. This is available to all pupils by prior booking.

There is one sitting for lunch. Children are assigned a table for the year, with mixed age groups and an older junior acting as table leader.

A range of lunchtime and after school clubs are available. We aim for a balance of sporting and non sporting and for KS1 and KS2 pupils. All lunchtime and some after school clubs are free of charge. Some after school clubs incur a modest fee. Pupil premium is used to ensure inclusion.