



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Pinfold Primary

School Number: 08029

## 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.SENReforms@lancashire.gov.uk](mailto:IDSS.SENReforms@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>	<b>PINFOLD PRIMARY SCHOOL</b>		<b>Telephone Number</b>	<b>01704 840 338</b>
			<b>Website Address</b>	<b>http://pinfoldprimaryschool.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>We also have a Nursery attached to our school which takes children from the age of 3</b>			

<b>Name and contact details of your school's SENCO</b>	<b>Nicky Cumiskey</b> <b>Contact on school telephone on Mondays and Tuesdays or via email</b> <b>n.cumiskey@pinfold.lancs.sch.uk</b>
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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.

<b>Name of Person/Job Title</b>	<b>Nicky Cumiskey</b>		
	<b>SENCO</b>		
<b>Contact telephone number</b>	<b>01704 840 338</b>	<b>Email</b>	<b>n.cumiskey@pinfold.lancs.sch.uk</b>

### **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>	<b><a href="http://pinfoldprimaryschool.co.uk/">http://pinfoldprimaryschool.co.uk/</a></b>		
<b>Name</b>	<b>Nicky Cumiskey</b>	<b>Date</b>	<b>29.05.2014</b>

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## Accessibility and Inclusion

### What the school provides

Pinfold Primary School is a C19th building which has been modified to improve accessibility. The Governing body places inclusion as a high priority. The SEN governor works closely with the Head teacher and SENCO to ensure that the school is as inclusive as possible. The Governors monitor and review the Accessibility Plan and all other statutory policies as defined by the DfE.

- The school has three entrances, two of which are wheel chair accessible at all times, the other can become wheel chair accessible with the aid of a ramp.
- Currently there are no designated disabled parking spaces; however, if you ring the school in advance we can arrange parking on the school grounds.
- Ceilings have been lowered in the KS2 classroom to try and improve the auditory environment and the school has identified in our current Accessibility Plan the need to improve the colour scheme on the walls to enable our visually impaired pupils.
- The school has a disabled toilet complete with shower facilities and adjustable changing bed.
- Within the school grounds we have a sensory garden which is fully wheel chair accessible and has raised beds to enable access.
- Policies and procedures are available on our website. Enlarged print copies are available from the office on request. We currently have an IDSS VI teacher supporting our school and we are able to access Braille resources via this contact. Whilst we do not currently have our documentation translated into other languages, School would endeavour to produce copies of policies in additional languages as necessary liaising with the EMAS (Ethnic Minority Achievement Service) who would assist us with English as an additional language and or other agencies to access specialist services or resources to support children with additional needs.
- School make every effort to support our families with additional needs. We are aware of families who need additional support and parents are fully aware that they can approach any member of staff for help. Our Head teacher in particular frequently supports families by helping them complete forms. Teachers and teaching assistants set time aside to complete paperwork with parents this includes on-line forms for school transition.
- Displays are changed regularly and attempt to reflect the work being covered in school. Bold fonts are used and thought is given to colour schemes for displays so that darker areas are brightened.
- All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and needs specific. We gain access to any specialist equipment if necessary. We have height adjustable furniture within the EYFS department.
- The school is supported by our local paediatric Occupational Therapists. Through their service we have acquired adjustable chairs for pupils.
- IT is used throughout the school to enable accessibility. Personal laptops are

used by pupils who have difficulty in recording their work. We have a specialist ICT teacher who works in the school one day per week and additional lessons for children with SEN are provided in order to improve their ICT skills. In addition our SENCO liaises with specialist advisory teachers who often recommend specific IT programmes.

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## Teaching and Learning

### What the school provides

At Pinfold Primary children join us at different stages. As such children with a special educational need are identified through a variety of ways depending on when they join our school e.g.

- Teacher and teaching assistant observations
- Parental concerns
- Information passed to us from previous settings or external agencies
- Assessment and progress

The school has a number of established interventions, outlined in our provision map, which are used including pre-tutoring in small groups or 1:1. The school have found provision mapping a useful tool to see areas which need improving.

We have a high proportion of teaching assistant including two HLTAs who work both in class and in Holly, a small, quiet room, where they run specific interventions working reading, writing, speech language and communication, OT programmes.

In total we have five teaching assistants and three volunteers who work regularly in school. We are also involved in the National Apprentice Scheme and have an apprentice TA in school and we have student placements. All these adults are used to provide additional support for children with SEN either 1:1 or in small target groups.

When a child is identified as needing additional support their parents are informed and invited to discuss the intervention and its expected outcomes.

As we have mixed age group classes all lessons are differentiated to the aptitude and ability of the pupils and great use is made of the teaching assistants to facilitate this. Teachers now plan "Steps to Success" which are shared with the children so they can become more independent learners.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen/pencil grips or easy to use scissors.

Reasonable adjustments, in accordance with DfE access arrangements, are made for children during tests and in particular during SATs. These include, where applicable, extra time, differently formatted scripts, use of different aids where

applicable, and support of an amanuensis (adult support for writing purposes where the IEPs indicate that this has been part of regular practice during teaching and learning).

Staff are regularly sent on SEN training as identified in our SIP.

Our SENCO has a degree in Special Education, an Advanced Certificate in Autism (Children) and was a specialist advisory teacher for Lancashire County Council before joining the staff at Pinfold Primary. She has delivered in-service and distributes information to staff from outside agencies.

Our IT teacher also works in specialist ASD provision for adults.

Our head teacher is an advanced skills maths teacher.

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

At Pinfold Primary the SENCO is responsible for maintaining the SEN register and is supported in completing the school's SEN provision map by the head teacher and class teachers. Children move onto and off the SEN register depending on their needs.

We arrange annual reviews for children with a statement of Special Educational Need or Education, Health and Care Plan. The SENDO responsible for monitoring the statement is always invited to the review as is any other professional involved with the child. Notice of the review is given well in advance so that professionals can arrange to attend.

As we have children from Sefton attending our school, the SENCO is familiar with the SEN department of this authority and regularly liaises with the SENDO and teachers from SAIS.

Parents and the pupil are encouraged to submit their advice to the review and support is given in order to achieve this.

If a child has been identified as having a special need, they will be given an individual education plan (IEP). Targets will be set according to their area of need. These will be monitored and reviewed by the class teacher. The SENCO has oversight of all IEPs and will offer advice as necessary. IEPs will be discussed with parents/guardians at meetings where their input will be included in the plan. Parents are then asked to sign a copy of the IEP which is stored in the child's individual SEN file by the SENCO.

The effectiveness of interventions is monitored by the class teachers and SENCO. IEP targets aim to be SMART targets. If children on IEPs are not making progress then the school will look again at the interventions in place and decide if further specialist assessment is necessary.

As a school we track children's progress from entry in the foundation stage through

to Year 6, using a variety of different methods.

## **Keeping Children Safe**

### **What the school provides**

- All areas of the school have been risked assessed.
- The governing body has a Health and Safety committee who complete a walk about every term and highlight any areas of concern.
- Risk assessments are carried out for all off-site visits including walking to the village hall for PE and after schools sporting activities.
- More specific risk assessments are undertaken for educational visits and the Lancashire 'Evolve' system is used for this.
- At the end of the day children are dismissed by their class teacher. Children are not allowed to leave with unfamiliar adults and parents are asked to inform the school beforehand if an unfamiliar adult is collecting their child and a password is agreed.
- On street parking is available on both Pinfold Lane and Smithy Lane. There is no drop off zone and parents are asked to be mindful of the Highway Code when parking as parking too close to the junction can be dangerous for other road users.
- There is a 20 mile an hour speed limit outside school at the start and end of the day. This is indicated by temporary flashing lights which are activated by our road crossing attendant but can also be activated using a mobile phone.
- All members of staff have been given road crossing training and this is updated regularly. Staff are able to activate the temporary flashing lights when crossing the road during the school day.
- All KS1 children complete Road Safety training.
- KS2 children have road safety training from Bikeability.
- During playtimes there is usually a member of staff on duty plus two additional adults who cover children as part of the care plans. The nursery children have their own member of staff on duty.
- At lunchtimes there are two mid-day meals supervisors plus two adults covering SEN children and the nursery supervisor.
- There is always a first aid member of staff available.
- Behaviour at Pinfold Primary has been graded as outstanding in all our OFSTED inspections. We are very proud of the way our pupils conduct themselves and see this as a result of a positive partnership between parents and school.
- Every year pupils and parents sign a home school agreement which outline expectations for behaviour.
- Our anti – bullying policy is available on our website or from the office.

## **Health (including Emotional Health and Wellbeing)**

### **What the school provides**

At Pinfold we have a strict medication policy. Where necessary and in agreement with parents/guardians medicines are administered in school but only where a signed medicine consent form, available from the office, is in place to ensure the safety of both child and staff member.

All staff have completed a basic 6 hour first aid training course to deal with emergencies in school. This training is refreshed every three years. Certificates of qualified first aiders are on display outside the KS2 classroom, next to the first aid box. A record of accidents and subsequent treatment is kept in the first aid book and parents are informed by a red letter if their child has received a bump to the head. All staff are aware of children with medical conditions and a list of children needing inhalers is kept in the staff room.

If a child has a medical need then a care plan is completed. This is usually done by the SENCO with parents and incorporates advice received from medical sources. Care plans are reviewed annually unless significant changes warrant an immediate update. All staff are briefed on the contents of the care plan.

Our Reception and Y6 children have their weight monitored and sight tests in Reception and hearing tests in Y1 are part of an annual programme.

The school nurse delivers sex and relationships education with our Y6 children. We have held workshops on cyber bullying and internet safety with all our pupils and have planned morning and evening training sessions for parents.

The Life Education Bus visits school every year which delivers age-specific health programmes to all the children.

We regularly have input from speech therapist, occupational therapists and physiotherapist who visit school to assess and update programmes of care. These care plans are then delivered by members of staff.

## **Communication with Parents**

### **What the school provides**

When a child joins Pinfold Primary School a member of staff, usually our head teacher, will invite them for a tour of the school so they can see our school in action! During this time members of staff are introduced to the family.

Every morning the class teacher and teaching assistant welcome the children into school. As there are two members of staff present this gives parents a chance to pass on any concerns. Parents usually use this time as a means of requesting a meeting with the teacher.

We offer a Parents' Evening once a term, which allows parents to comment in

person and also have provision for parents to feedback following the reading of their child's annual report. We are sensitive to family situations and parents can request separate appointments if preferred.

We have held Open Days for new and prospective parents; these usually happen in the Autumn Term and are advertised in the local press.

Parents are asked to complete a questionnaire annually.

We invite parents into school at the end of each term for a special assembly where awards are given out.

Parents are invited to information evenings for residential journeys.

## **Working Together**

### **What the school provides**

We have a school council made up of 6 members. The children are elected onto the council by their peers. All children from Yr2 are able to apply to be a school councillor. Elections are held as vacancies arise.

Parental consultations take place every term. Parents are able to make appointments with teachers at other times during the term.

We currently have 3 parent governors at the school.

Parents are encouraged to take an active part in the life of the school. We have parent volunteers and a strong PTA known as Friends of Pinfold Primary (FOPP). Friends organise many social events throughout the year including fayres and discos which are very popular with families.

Currently the school is supported by a number of outside agencies involved with the education of children with special educational needs including IDSS (both traded and statutory support), speech therapy, occupational therapy and physiotherapy. We also liaise with Traveller Support. As we are on the border with Sefton we also have children with SEN from this authority and liaise with their SEN support teams.

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

### **What the school provides**

- The staff at Pinfold is committed to working in partnership with our families and effective communication ensures that parents/guardians can access help or advice from the school. We have an open door policy to enable good communication with our families.
- We offer help with form filing and this can be done by the class teacher, SENCO or Head teacher.
- The SENCO passes information to parents about local support groups

directly or via email. Additional information of upcoming events or general useful information provided by Lancashire Parent Partnership e.g. Drop in Centres etc. is also displayed on the main entrances

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs.
- The Class Teacher or Head Teacher can offer help with forms if this is required.
- In the past the school has held parent workshops to support the teaching of spelling for parents and pupils to attend.
- If a pupil required a travel plan to get their child to and from school this would be dealt with by the SENCO and Head Teacher if required.
- The SENCO completes CAF/CON paperwork with parents/guardians as necessary

## **Transition to Secondary School**

### **What the school provides**

We have strong connections with the secondary schools in our area. Every year we liaise with the schools which our pupils are transferring to and participate in the transition days. For children with additional needs we arrange extra taster days both before and after the transition day. We look at each child individually and liaise with the SENCO of the secondary school to discuss the needs of the pupil in order to make their move to KS3 as successful as possible.

## **Extra Curricular Activities**

### **What the school provides**

Pinfold has a breakfast club and after school club which parents pay for. After School Club accepts vouchers.

Breakfast club runs from 7.45am and parents can opt for the full session or a shorter session from 8.20am which is available at a lower rate.

Our after school facilities are accessed by pupils from neighbouring schools, who are collected by car and brought to Pinfold. The club runs from 3.25pm until 6pm Monday to Friday. A wide range of activities are provided for the children, including some off-site events such as climbing wall and roller skating.

Parents can choose the number of sessions their child attends breakfast club or after school club each week which gives them greater flexibility in arranging childcare to suit their needs. Further details are available on our website or from the main office.

In addition to these wrap round care facilities Pinfold offers a wide range of after school activities to all our pupils free of charge. Extra-curricular activities include First Aid, running club, cookery club, Lego club, craft club, sports club, Arts Award, drama – the list could go on! Clubs change on a half termly basis and the children are

consulted on which clubs they would like so many old favourites stay on all the time. These clubs usually run for an hour and are based in one of the classrooms however the sports clubs sometimes takes place at the village hall or at another venue. The clubs are usually run by teachers, teaching assistants or Edge Hill University students; currently we have specialist coaches providing one after school club per week which is funded through the Sports Premium. School use available funds including Pupil Premium to ensure that all pupils are included in the clubs. Friends of Pinfold Primary, our PTA also subsidize clubs by purchasing equipment or funding transport.

At lunchtime we have a system of playground leaders who set up activities for the other children to join in. Children can volunteer to be a playground leader and training is provided for new leaders. We also use some of our Sports Premium funding to provide an adult to co-ordinate lunchtime playground activities, ensuring positive playtimes.

Risk assessments are carried out and procedures put in place to enable all children to participate.