

SEN and Disability
Local Offer:
Primary Settings

Mainstream

Name of School: Ightenhill Primary

School Number: 12022

School/Academy Name and Address	Ightenhill Primary School Alder Street Burnley BB12 6ED		
Headteacher	Mr S Crosier		
Email	head@ightenhill.lancs.sch.uk		
Telephone Number	01282 428246		
Website Address	https://www.ightenhill.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
	X		
What age range of pupils does the school cater for?	4 years – 11 years		
Name and contact details of your school's SENDCo	Mrs A Wilkinson a.wilkinson@ightenhill.lancs.sch.uk		
Direct link to Ightenhill's Local offer	https://www.ightenhill.lancs.sch.uk/send/		
LCC Local Offer	https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancshires-local-offer/		

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 information is 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 (e.g.; ancillary aids or assistive technology?)

What the school provides

To ensure access for pupils, parents and visitors with disabilities, the main entrance doorway is wide enough to accommodate a wheelchair if necessary. Sloped paths with supporting rails are in place at the Key Stage 1 entrance. The entrance through to the EYFS area is ramped and provides an entrance into the KS1 area of the building. The main school entrance can provide access to the Key Stage 2 part of the building.

A disabled staff toilet has been purpose built and is for use by wheelchair users. A small toilet with a rail has been fixed in the Key stage 1 area to accommodate pupils who have difficulties accessing the height of a standard child's toilet – in our opinion, this is approximately the height suitable for a nursery child.

The school is on a split-level with sloping corridors - a lift enables access between Key Stage 1 and 2. If a wheelchair user is a visitor to school, we would meet them in a suitable area to avoid navigating the sloping corridors wherever possible.

The school has 2 evac chairs for emergency use. These are located in the Key Stage 1 hall and the lower Key Stage 2 corridor. Key staff members are fully trained and complete regular refreshers on their use.

Information is available on the school website, class dojo pages, the schools Facebook site and a community noticeboard in addition to regular newsletters.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. The school liaises regularly with the occupational therapist to ensure that the equipment required and used with our pupils is fit for purpose. The school has a range of ICT programmes for pupils with SEND in addition to computers and interactive whiteboards installed in every classroom.

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 has an identification procedure for children with SEND. All teaching staff are aware of this procedure. Early identification involving both parents and staff is vital to meeting the child's needs. The class teacher and/or SENDCo informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. Outside agencies can also help to advise on the provision of intervention strategies. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

Children may be referred for assessment by the appropriate outside agency, such as the Speech and Language Therapy Service. These services sometimes support children during school time as appropriate to their needs.

In addition to supporting pupils in the classroom, all TAs are actively involved in observing and recording pupil's progress in order to support the next steps to be taken. In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by the School Nurse, Specialist Teacher and specialist medical personnel. Advice from the relevant specialist teachers is utilised and actioned by all staff.

During formal assessments, children with SEND can be supported as appropriate to the child and to the assessment procedure. Support is also given to reassure and support pupils who need preparation for changes in routines.

SEND provision maps may be used to record the type of intervention a pupil is receiving. Progress that individuals make following interventions is assessed and recorded during the schools usual assessment procedures, and as part of any SEND assessment procedures.

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 to and attend Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review and are invited to attend the meeting. Questionnaires and child friendly review sheets have been produced for each of the key stages.

Learning Support Plans/graduated response records are produced termly, or more frequently, depending on the needs of the pupil involved. Support plans are shared with parents during parents evening and with reports at the end of the year.

The school operates an Open-Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school. Pupils with SEND are also monitored on the Learning Support Plans/graduated response records. The relevant support staff keep observations of pupils both in class and during intervention sessions to further inform the reviews of Learning Support Plans and general records of pupil progress.

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 at the start and end of the school day is carried out by a TA or class teacher to the appropriate parent/carer. Passwords are given to parents of pupils in Key stage 1. Staff will only release children at home time to a known adult or to someone who knows the password.

Members of staff are on duty at 8.50 on the main entrances for pupils as they come into school.

In Key stage 1, a member of staff opens the gate into the playground and ensures the doors are secure when pupils enter the KS1 area. Children go straight into their classrooms in both key stages.

Two members of staff supervise each playtime break with an additional TA on duty in KS1.

Lunchtime staff, including TAs, Learning Mentors and a senior member of staff, supervise children in the halls and play areas at lunch times. Additional members of staff, support identified children as needed.

Support is available in every class. At times classes have additional adult support if required for children needing specific support for SEN / medical reasons.

Pupils who have specific medical needs also have care plans which are modified to support additional needs when attending school trips or activities outside the school e.g. swimming lessons.

Governors undertake periodical risk assessments with the site supervisor and Head teacher.

Parents can access the Anti-Bullying Policy on the school website. All school policies can be requested from the school office.

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

When children enter Ightenhill Primary School, details of any medical needs are requested and recorded. The relevant staff are made aware of these needs. Medicines can be administered following the school's procedure. All medicines are kept in the school office in a locked cabinet.

Care plans are written with parents, medical specialists and key staff; they are given to any relevant staff who are working with the child. These are reviewed regularly.

Risk assessments are carried out before all school trips and specific medical needs noted.

Medical record booklets are stored safely for afterschool club and at medical stations. Staff access medical files using the internal secure ICT facilities. All individual information regarding children is kept confidential. Lunchtime staff are made aware of children's medical needs.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, asthma, Epipen training, anaphylaxis and diabetic training has been provided by the school nurse or other NHS professional.

The procedure in a case of emergency where an ambulance / paramedic assistance is needed is recorded on posters by all outside phone lines in school. This gives step-by-step instructions. Staff are regularly trained and refreshers completed of these procedures.

Our school has a dedicated team of pastoral staff who are led by an Inclusion Manager, who works with related agencies. In class, support is provided by learning mentors as necessary and a Family Engagement Manager works with parents to support the children's learning.

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

A weekly newsletter is sent home via Class Dojo and the school website to update parents with information and to provide details of forthcoming events.

The school operates an open-door policy and has two parent consultation meetings a year to provide opportunities for parents to discuss the progress of their child.

There are frequent open afternoons where parents have the opportunity to share curriculum related activities with their children.

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

Parents can contact class teachers through Class Dojo App.

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

Ightenhill has a Pupil Parliament for pupils to contribute their own views. Pupil representatives are elected by their peers.

Children with SEND are invited to express their views through questionnaires/pupil interviews. Parents can discuss their child's progress at Parent consultation meetings held twice a year. Annual Reviews and Learning Support Plan reviews give a further opportunity for parents to express their views.

We have active parents and grandparents on the Governing body. The SEND Governor meets regularly with the SENDCo to discuss SEND provision in school. This information is then shared with the Governing Body.

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 SENDCo, Family Engagement Officer and Inclusion Manager all work closely with parents and can offer support with completing forms and paperwork. Parents can access this help by contacting the SENDCo, the Inclusion Manager or the Family Engagement Officer.

The school's website and weekly newsletter provide news of events in school and celebrate children's achievements. Class Dojo is also utilised to share information with

parents where appropriate. Information about SEND courses and groups for parents is shared regularly throughout school.

Parent's courses and curriculum meetings are also offered in school. These courses help parents to support their children's social and emotional needs and also raise awareness of the curriculum being delivered in school.

Transitions

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

What the school provides

The Inclusion Manager, SENDCo or class teacher will visit nursery placements to discuss the needs of pupils entering the reception class at the start of the new academic year. All relevant staff are made aware of any additional needs that are discussed during these visits.

Each year pupils visit their high school placement for taster sessions and staff from the local high schools visit school to help to ease the transition between placements. The Year 6 teachers and the SENDCo liaise closely with the high school staff to ensure that individual pupil's needs are met. High school staff will also attend relevant annual reviews or transition meetings to discuss the needs of pupils with the SENDCo and families of the children involved.

Some pupils with SEND needs are supported further with 1-1 or small group sessions to support their transition to high school.

Visual record books or social stories can be prepared to prepare for changes in routines. This is also completed for some children transferring between Key stages or, in some cases, between classes.

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

There are opportunities for pupils to take part in a range of extra curricular activities over the course of the year. Pupils can take part in sports and activities clubs which are all free of charge. The clubs are available to all the pupils in the designated age range for the activity. Information of clubs for each half term is set out via Class Dojo.

Pupil premium may be used to provide entitled children to a place at after school club. Support staff may also be used to support pupils with specific needs to attend lunchtime clubs.

Our partnership with Burnley Schools Sports Partnership offers children with SEND access to specially designed and targeted competitions.

Learning mentors and TAs are actively involved at lunchtimes to help children play, organise and encourage friendships. Members of the pastoral team also support individual children in order to help them to access the activities.

Feedback

- How can feedback be given, state options available i.e. web site, telephone, email
- What will happen once feedback received
- How you will respond to feedback

What the school provides

The School operates an Open-Door policy and has two parent consultation meetings a year to provide opportunities for parents to discuss the progress of their child and give any feedback.

Staff are on the doors into school at the start and the end of the day if required, a handover at the start and end of the school day is carried out by a TA or class teacher to the appropriate parent/carer.

A parent questionnaire is also provided for parents to record their views and suggestions. Suggestions and feedback are discussed with SLT and governors. Feedback following the questionnaire can be found on the newsletter.

Parents are invited to take part in parent consultations regarding curriculum development. These are held within the school and parent feedback is welcome to further enhance our curriculum. Feedback from such meetings is shared with governors and relevant staff when developing policies.

Appendix 1 – Terminology and Acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit/Hyperactivity Disorder
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder
BESD	Behavioural, Emotional and Social Difficulty. This term has now been replaced by SEMH where the focus is on the reasons behind the behaviours
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
EHC Needs Assessment	Multi-disciplinary assessment by the LA of a child's educational needs which may lead to an EHCP if appropriate.
EHCP	Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement).
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant
IAS	Information, Advice and Support (Team) – formerly Parent Partnership
IEP	Individual Education Plan
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LA	Local Authority
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties
NASEN	National Association for Special Educational Needs
P Scales	Performance descriptors. A common basis for measuring the progress of pupils working up to the Year 1 curriculum in all subjects
PD	Physical Disability

PECS	Picture Exchange Communication System
PEP	Personal Education Plan. For those in the care of the Local Authority (not the same as an IEP)
PEEP	Personal Emergency Evacuation Plan – written for children who need extra support if the school is evacuated (eg for a fire)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
PMLD	Profound and Multiple Learning Difficulties
Pupil Profile or Pupil Passport	An overview of a pupil's strengths and difficulties (For children at SEN Support).
SaLT / SLT	Speech and Language Therapist
SEMH	Social, Emotional and/or Mental Health
SEN Code of Practice (CoP)	Practical guidance to LAs and the governing bodies of all maintained schools. SEN Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SENDS	Special Educational Needs and Disability Service (LA organisation, formally IDSS)
SENDO	Special Educational Needs and Disabilities Officer (LA representative).
SEN Support	Pupils on the SEN register have SEN Support unless they have an EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia
SLCN	Speech, Language and Communication needs
Statement	Now obsolete and replaced by EHCP
(R)SIA	(Requ.est for) Statutory Integrated Assessment. Now known as EHC Needs Assessment. Multi-disciplinary assessment by the LA of a child's educational need.
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family
VI	Visually Impaired.