



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools , Special Schools
and Academies

Name of School: Garstang St Thomas

Church of England School

School Number: 02046

School/Academy Name and Address	Garstang St Thomas CE Primary School Kepple Lane Garstang PR3 1PB		Telephone Number	01995 603454
			Website Address	www.garstangstthomas.com
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?	2-11 years (school and nursery)			
Name and contact details of your school's SENCO	Mrs Claire Taylor 01995 603454 send@garstang-st-thomas.lancs.sch.uk			

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	Mr Jim Blakely, Headteacher		
Contact telephone number	01995 603454	Email	head@garstang-st-thomas.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	www.garstangstthomas.com/send		
Name	Jim Blakely	Date	21/08/24

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

- *Accessible parking spaces available*
- *School at ground floor level and accessible to wheelchairs throughout as required by The Equality Act 2010*
- *Accessible toilets and changing area*
- *No hearing adaptations*
- *Visual impairment adaptations in place*
- *Information boards at various heights to include activity boards for nursery age children and babies*
- *Information provided via the school website, texts, newsletters, school prospectus, and information evenings for parents/carers. All school policies are available to parents/carers*
- *Fonts are adapted to children's individual needs e.g. visually impaired*
- *School liaises as and when necessary with the EAL team for support and advice*
- *Work is adapted across the curriculum, as required*
- *Children identified on SEND register, appropriate provision is provided*
- *School works closely with physio and occupational therapists who will implement their recommendations*

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

- We analyse assessment data carefully at key points during each academic year. Teacher's professional judgement is also used to identify children with SEND. School buy in support from specialist teachers as well as IDSS. School provision trackers are used throughout KS1 and KS2. IPPs are also used.
- Learning is adapted across all subjects and learning coaches are deployed according to the needs of the class. Classrooms are fitted with interactive whiteboards and are well resourced. Doors are widened to enable wheelchair access.
- The school has a pastoral room which is timetabled appropriately. School works closely with outside agencies, e.g. Educational Psychologist, Occupational Therapist, Physiotherapist, etc. School offers a wide variety of intervention programmes at wave 2 and 3. The school has a variety of laptop/lpad banks for timetabled use.
- All staff have been invited to attend specific SEND training and staff are also given the opportunity to attend training specific to any SEND needs within a class. SENDCo attends regular cluster meetings where up to date information is cascaded. School liaises with a number of special schools where good practice is shared.
- The school employs a SENDCo and buys in a specialist teacher.
- Training opportunities are discussed with staff at appraisals and appropriate training is planned. The SENDCo works closely with Learning coaches to provide support. Learning coaches are involved in review meetings.
- We follow Lancashire's criteria for testing and SATs and application for special circumstances is completed as necessary. However, this must be part of normal classroom practise.
- Our school provision map covers a range of needs where the level of support is identified. The provision map shows a wide range of needs within school and how appropriate evidence based interventions are put in place.

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

- Yearly annual review of each child with a statement, appropriate agencies are involved using Lancashire guidelines
- Children with other additional needs are identified early. Appropriate interventions are put in place and children are closely monitored.
- Children are assessed at the beginning and end of intervention to monitor progress.
- Pupil progress meetings are held to review the progress of children and identify those who need additional support.

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

- Risk assessments are carried out by appropriate staff on a regular basis in line with H&S requirements
- Children are handed over to appropriate parents/carers by teaching staff
- Parking areas are available
- Appropriately qualified and trained staff who are CRB/DBS cleared
- Ratios of staff are adhered to
- Activity risk assessments are carried out and are included in lesson / project plans
- Anti-bullying policies are available to parents

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

- Administration of medication policy in place
- School liaise with the school nurses when writing a care plan. All parties involved sign to agree the plan. The plan is kept in the child's file. Each child with a care plan is identified to all school personnel by individual photographs of the child.
- Staff first aid trained, there is a list available to all of who they are
- Staff are trained in some emergency procedures e.g. the use of epi-pens and defibrillators
- All staff know where the telephones are located in the event of an emergency

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

- ‘Meet the Team’ sessions can be arranged at the beginning of each academic year where parents can meet the staff who will be working with their child. We can carry out home visits to families to familiarise themselves with the parents and children prior to attending sessions
- Open Door policy in place at the beginning and end of each day where parents are invited to communicate with staff
- Parents evenings are held twice a year together with termly and end of year reports
- An annual questionnaire is sent out to parents. A feedback section is attached to the school reports for parents to 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

- School Council - the children are consulted
- Parents/carers are encouraged to remark on the children’s reports.
- Parents/carers are invited to workshop events involving curriculum and children’s learning.
- Annual induction events for new parents/carers.
- Parents/carers are encouraged to become volunteers in school – parent readers, school trips, community events.

- SEN governor in place. The committees have health, early years, community, parent, and education governors.

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

- Agencies provide support in any capacity of families' needs
- Parent partnership liaise with family and school on request
- Parents/ carers signposted to relevant professionals/agencies
- Staff have an abundance of knowledge to be able to signpost or help when faced with questions.
- The school encourages a walk on Wednesday initiative to promote health and well being.
- Children with organised transport follow a strict procedure.
- A crossing patrol person is on duty at the school.
- Zig Zag lines are prominent at the school entrance and the speed limit has been reduced to 20mph.
- The school supports applications for transport if required.
- The school classroom doors are open at 8.40am to allow staggered entrance and thus reduce congestion.
- A breakfast club is provided for parents/carers convenience.
- Reception staff visit new families before children start school.

Transition to Secondary School

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

What the school provides

- Year 6 visit chosen secondary schools and are visited by the high school staff in the summer term previous to year 7.
- Year 6 teacher follows the year 7 transition unit in literacy and maths.
- If children are moving to a special school, transition is arranged with staff and families to ensure a smooth transition.
- Tracking systems in school to support progress and transition.
- Parents/children are invited to a social event following confirmation of placement.
- SENDCos from schools meet with year 6 teacher to discuss children's needs/circumstances.
- Induction meetings are arranged for new parents/carers.
- Transition issues are discussed at CLA/annual review meetings.

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

- The school offers before and after school care from 7.30am to 5.45pm.
- Clubs and activities are inclusive after school and include – dance, netball, football, cookery, activate, tri golf, tennis, tag rugby, athletics and cricket. Some activities are charged at an affordable rate.
- Staff ratio and support allows for full inclusivity.
- The school promotes teamwork, buddy systems, PALs at lunchtime, PSHE circle time, ambassadors and school children.