SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Pool House CP School

School Number: 06062

Lancashire County Council

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

<table>
<tr><td rowspan="2">School/Academy Name and Address</td><td rowspan="2">Pool House Community Primary School
Kidsgrove
Tanterton
Preston
PR2 7BX</td><td>Telephone Number</td><td>01772 732628</td></tr>
<tr><td>Website Address</td><td>www.poolhouse.lancs.sch.uk</td></tr>
<tr><td rowspan="2">Does the school specialise in meeting the needs of children with a particular type of SEN?</td><td>No</td><td>Yes</td><td colspan="2" rowspan="2">If yes, please give details:</td></tr>
<tr><td>X</td><td></td></tr>
<tr><td>What age range of pupils does</td><td colspan="4">4-11</td></tr>
</table>

the school cater for?	
Name and contact details of your school's SENCO	Danielle Ellison- 01772 732628 senco@poolhouse.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	Danielle Ellison SENCO		
Contact telephone number	01772 732628	**Email**	senco@poolhouse.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	**https://www.poolhouse.lancs.sch.uk/about-us/local-offer**		
Name	Danielle Ellison	**Date**	18.5.26

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 School Environment - At Pool House Primary School the whole school is accessible on the ground floor where all the classrooms etc are located. - There is a designated disabled car parking space. - Accessible disabled toilet with space for changing. - Specialist resources accessed when required. These are provided for the school to specific children or are bought in by school where necessary.

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

- Experienced staff who are able to identify pupils needing additional needs, alongside the support of the SENCO.
- Specialist teachers brought in from SEND services to support pupils with specific needs and to carry out any necessary assessments. These assessments are then used to inform an action plan for the child going forward.
- Trained staff in school to administer specific assessment tests and interventions.
- Additional time or access arrangements applied for, for pupils to access Key Stage Two tests.
- Experienced Teaching Assistants who receive regular training and specialist training where necessary. For example, staff are trained by Speech and Language, and Occupational Therapy. If there is no current member of staff with the relevant training then training/advice will be sought after from SEND services and the SEN Traded Teaching and Learning Consultants. There is at least one teaching assistant per class, and more where 1:1 support is needed.
- Our whole school SEN provision map identifies the interventions happening in school including wave 2 interventions as well as IEP support. This explains who is having support, when this is carried out and by who. Pupils are assessed prior to interventions and at the end so progress can be monitored. Schemes are bought in to allow staff the correct resources to carry out these interventions under the guidance of the class teacher and the SENCO.

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

- Review meetings take place annually for pupils that currently have a EHC Plan.
- Targeted Learning Plans (TLPs) are reviewed and evaluated termly and this is monitored by the SENCO. There is an open-door policy to parents who can come in and discuss any concerns with class teachers/SENCO which can inform TLPs.
- Assessments are carried out each term and the relevant documentation is used e.g P-Scales, PIVATs, KLIPs.
- Support staff involved in evaluation with class teachers.
- Progress made by SEND pupils is monitored and data collected by the SENCO. This information is then used to create an action plan for children going forward.

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 carried out for out of school visits. Completed by relevant staff member.
- All members of staff working within school have up to date Child Protection Training given by our CP lead. Relevant documents are provided and read and staff sign acknowledgement that they have read these documents.
- Children handed over to parents at end of day at school door.
- Teachers and teaching assistants supervise the children from 8:50am and at break times during the day. Welfare staff supervise the children during lunch. Provisions are made for children who require 1:1 support during these times.
- School trips are fully supervised with additional adults as required. Risk assessments by the trip lead are carried out prior to the trip and EVC paperwork is completed. PE lessons are always supervised by at least one member of staff. The teacher of the class is always present.
- The anti- bullying policy can be found on the school website or a hard copy 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 - Children are given medication if it has been prescribed by a doctor or as part of a care plan. Medicine can only be given when parents have filled a form giving permission and completed the form to advise of how much and when medicine is needed. Medicine must be clearly labelled and kept either in cupboard in the office or in the fridge if necessary. These areas are not accessible to the children. The Office Managers will administer medicine and other staff as required. - Care plans are drawn up with parents, staff and school nurse as well as any other medical professional depending on the need in the plan. Care plans kept securely in school. - In the case of a medical emergency an ambulance will be called straight away. First aid will be given by trained first aiders and paediatric first aiders until the ambulance arrives. Most support and teaching staff have up to date Paediatric First Aid or First Aid at Work training to ensure staff are familiar with what action to take in the event of an emergency. - Children access services including Speech and Language, Play Therapy, Counselling and Occupational Therapy from outside agencies. We also have regular links with the school nurse. - Children access social groups and mentoring from school staff.

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 - A list of staff can be found in the school prospectus and on the website. - Parents can speak to staff at the start or end of the day and if this is not suitable an appointment will be arranged. - Parents evening appointments are held in the Autumn and Spring term to discuss children's progress. Reports are sent out in the Summer Term and parents are invited following the receipt of reports to discuss any concerns. - An induction meeting is held for parents in preparation of children starting Reception class and regular stay and play sessions are held for these children to meet their teacher and support staff to allow them the opportunity to familiarise themselves with the staff. Home visits are also carried out by key workers before the children start school in EYFS. - Prospective parents are invited in to visit our school through appointment with the school Office Manager.

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 - The school council meets regularly. This comprises of peer nominated children from each class in school. There is also a School Council notice board for children to have their say and make any suggestions. - Parents can have their say through questionnaires and our open door policy. They also have the opportunity to meet with the class teacher termly at Parents evening. - Parents can support their child's learning with information in newsletters and on the website and opportunities to talk to the teachers.

- Parents are notified when there are vacancies on the Governing Body. If required there is a democratic process to select new Governors. Parents are also welcomed on the school PTFA committee.
- Standards and Effectiveness Committee from the Governors monitor SEN provision within school.

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

- Help for completing forms is usually the responsibility of the Head Teacher, Child Protection lead or SENCO. An appointment can be made with the relevant adult for support.
- Open door policy offers parents opportunities to seek advice and help. This may then result in them being signposted to more qualified people to deal with specific issues.

Transition to Secondary School

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

What the school provides

- Children invited to an Induction Day before they start school in September.
- Secondary School staff liaise with Year Six teacher and meet children.
- Bespoke transition plans are put in place if required.
- Move up afternoon is held before the children move to their new classes. This allows the children the opportunity to visit their new class teacher.

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

- Breakfast Club is run by three members of school staff from 8.00am daily.
- School clubs include: Recorder, choir, homework, arts and crafts, games, football, dance and computing.
- These clubs are run by school staff or outside agencies. The clubs are open to all children within the select year groups of the club.
- There are some after-school clubs run by outside agencies e.g Taekwondo, which do incur a charge to parents. Clubs run by school staff during the school day are free of charge.
- Children are encouraged to join any club that they wish to. There are also play leaders from KS2 that go on the KS1 yard and play games with the children to encourage participation.