



# Weeton St Michael's

CHURCH of ENGLAND PRIMARY SCHOOL

## SEND LOCAL OFFER

### OCTOBER 2023

*LIVING AND LEARNING THROUGH FAITH, HOPE AND LOVE.*

**Christian Values:**

Generosity, compassion, courage, forgiveness, reverence, respect, thankfulness, trust, perseverance, justice, service, truthfulness.

**Bible reference:**

“The greatest of these is love.” 1 Corinthians 13:13

Policy References

This policy is written with reference to the following school policies:

- Child Protection and Safeguarding policies
- Remote learning policy
- Curriculum and Teaching and Learning policies
- Behaviour policy
- Staff, parent and child agreements
- Homework policy
- Marking Policy
- E-Learning policy
- PSHE and SMSC (Spiritual, Moral, Social and Cultural) Policies
- Online Safety Policy
- Health and Safety Policy
- SEND Policy and Able Gifted and Talented Policies
- Assessment Policy
- Single Equalities Policy.

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.



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[www.weeton-st-michaels.lancs.sch.uk](http://www.weeton-st-michaels.lancs.sch.uk)

We are a small, mainstream primary school with three mixed age classes in the morning and two in the afternoon.

Access from outside into both classrooms and reception area is wheelchair friendly with either ramp or level access.

Within the school building there are small steps between Saplings Class and the corridor and to access the toilets. Ramps are available should they be needed.

The required policies and procedures, including our admissions policy, are available on our school website. Other policies are available on request from the school office. Information is also shared with parents via our school app.

Resources in KS1 are labelled with both images and text.

We have a range of technology including Chromebooks, iPads, headphones and interactive whiteboards in all classrooms and in the hall.

#### Identification of SEND

Early identification is important. We invite all our new starters to take part in a comprehensive induction programme and assessment against the Development Matters criteria begins straight away. School staff liaise closely with parents and pre-school settings to aid transition.

The class teachers, teaching assistants and SENDCO/Headteacher work together to monitor children's progress. For children with additional needs, working below curriculum level, progress is monitored through PIVATS, enabling us to monitor very small steps in achievement. Our Pupil passports provide a tool for monitoring 'waves' of interventions required for those children who do not make expected progress. Pupil passports are reviewed termly, the class teacher and parents meet to discuss the progress towards targets and what the new targets are. Targets are assessed and updated throughout the term using assessment for learning strategies to move learning on. Focussed one to one and small group support takes place and is closely monitored to ensure effectiveness.

If a child is causing concern for whatever reason, then school will involve parents in discussions at the earliest possible stage. Likewise, we encourage parents to communicate with school if they have any concerns about their child. The first point of contact should always be the class teacher who would then refer parents to the SENDCO/Headteacher if necessary.

#### Teaching and Learning

Within the classroom, work is differentiated appropriately and there is additional adult support when required. As all classes are mixed age, children are able to access learning that is appropriate to their ability. A wide variety of learning styles and preferences are provided for. More specific needs are identified and supported within the classroom environment whenever possible.

For those children who require further support in small groups or 1:1 school uses a variety of intervention programmes.

Children with emotional and wellbeing difficulties are supported through a range of programmes including Children and Family Wellbeing Service and other bought in services. In school one to one and small groups nurturing is also used as appropriate.

Specialist staff, such as a specialist teacher for ASD, Dyspraxia etc will be bought in as required. School employs specialist teacher for Specific Learning Difficulties to support assessments. For those children who may find lunchtimes and playtimes a challenge, there are members of staff who lead groups to work on more structured projects around the school grounds, or craft activities and games; providing a nurturing approach to their break times.

During tests and SATS, children will be supported as appropriate. This may be through having access to a scribe, a reader or having additional time if criteria are met.

The SEND 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 school's own data tracks progress and monitors children receiving Pupil Premium as well as pupils with SEND.

### Child's Voice

Children are encouraged to discuss their feelings and any issues with staff in school. This includes how they may feel that they are best supported. This might take the form of an 'All About Me' profile if appropriate.

Our feedback and marking policy has an emphasis on feedback and next steps so that children know what they have achieved and what they need to do to improve – this is done both verbally and in written form in books. The children are given time to respond to marking; those children who find this difficult are given adult support and discussion time. Progress from the individual child's starting point is reported termly to children and parents.

### Communication with Parents

The school website contains a great deal of information to support parents such as staffing, curriculum information, general news and events, data summaries, information about how Pupil Premium money has been allocated and copies of relevant policies.

School operates an Open-Door policy to provide immediate communication with staff. Parents are encouraged to book an appointment for concerns that may require a longer amount of time. Parents are also welcome to make an appointment at any time to discuss their child's progress in more depth.

Parents' evenings take place twice a year and a termly progress report is issued to every child. There is an annual Open Afternoon for current parents and an Open Day for new parents.

If there are any concerns about a child, the class teacher will make contact with parents at the earliest opportunity. The information is shared with relevant staff, including the SENDCO. If the child requires further assessment or support the SENDCO would meet regularly with parents to ensure the provision is in place.

Common Assessment Forms and Team Around the Family meetings are set up for families and children with more complex and varying needs; the frequency of these meetings is dependent on need.

If a child has an EHCP, parents are invited to contribute to Annual Reviews and receive copies of all paperwork concerning their child. Children are also invited to make a contribution to the review. Individual Learning Plans are updated termly with targets continually being reviewed.

Children's progress is monitored through the school's own data tracking systems, through individual provision maps and ongoing assessment of their intervention targets.

### Keeping Children Safe

The Headteacher and teaching staff carry out risk assessments for the school environment and teaching and learning. These are reviewed, according to the Health and Safety rolling programme, at least every two years. Key Stage 1 children are handed over directly to a parent or carer are supervised by a teaching assistant or the class teacher. Key Stage 2 children are supervised onto the playground by staff.

The school employs welfare assistants and teaching assistants to supervise lunch time play; staff are also timetabled to supervise at playtimes. There are activities organised to support children with social and emotional needs.

The Educational Visits Coordinator oversees risk assessments for off site visits. Guidance with regards to pupil/staff ratios are strictly adhered to for all school trips and sporting events.

The Behaviour and Anti-bullying policies are available in school and is also available on the school website.

### Health (including Emotional Health and Wellbeing)

'Supporting Children with Medical Needs' policy is available from school. All medication is checked for the original packaging and the prescription information is checked. Parents and carers are required to complete a medication administration form.

Medication for children on long term treatment is kept in a locked medicine box in the school office or in a fridge as required and each dose administered is signed for by the teaching assistant or class teacher. In some cases, two adults will supervise the administration of medication. Inhalers are stored in the classrooms.

Lists of children with known allergies and medical conditions are stored in all registers. Care plans are created as required for individual children with specific and complex needs; these will be created in consultation with parents and other professionals as required. Staff are then informed of the plan through staff meetings and copies issued to each classroom, the kitchen and office so continuity is ensured. A master copy is kept with the child's SEND records.

Staff are kept up to date with first aid training; other training for specific needs such as Speech and Language difficulties or emotional/behavioural difficulties will be accessed as appropriate. All staff are kept up to date with actions to take during a medical emergency.

#### Working Together

The school has a Pupil Leadership team comprising Ambassadors, House Captains and School Council. School Council representatives are voted for by their peers. The School Council work with the Headteacher or another member of staff on School Improvement Plan matters including improving lunch time activities or designing initiatives to improve reading enjoyment, Mission Statement review etc.

Parents are able to talk with the class teacher for quick enquiries or questions. We operate an open door policy for all families as well as easy direct messaging via Class Dojo. Appointments will be made for parents who require a lengthier discussion. Parents also receive information about their child's progress termly through Parent's meetings and an annual report in the summer term.

The school has two parent Governors; elections are conducted in an open manner and all parents are invited to take part. The school encourages parents, community members and Governors to volunteer throughout school. Parents are also invited to come into school to share their skills and talents. For example, parents have demonstrated their wood carving skills, baking with the children etc. Parents and other members of the local and wider community are invited to share what they do as a career through 'Aspirations Assembly'. Other agencies such as Health, Social Care and Counselling services are bought in or invited in as they are required.

There is a home school agreement in place which has been agreed with the Governing Board. This is for all children and careful consideration has been given to ensure it is suitable for all children including those with SEND.

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

The Class teacher or Headteacher will help any parent or carer who needs support to complete any form of paper work. Parents can access advice about a variety of issues including housing, parenting, benefits etc. through school and where we are unable to direct the parents and carers to an appropriate service; we will liaise with agencies such as the School Nurse team.

#### Transition to Secondary School

There is a close link with Secondary schools through sports events, science and maths sessions. Year 6 are involved in a transition programme to work on preparation for transition including resilience, problem solving and organisation skills.

The school works closely with the secondary schools that the children transfer to. Where it is required, additional visits for children with SEND will be arranged, and in some cases, the children will be invited to a Summer School. When appropriate, staff from the secondary schools are invited to SEN reviews and Team Around the Family Meetings as part of the transition process.

#### Extra-Curricular Activities

The school offers breakfast club from 7.45 in the mornings and extra-curricular clubs Monday – Thursday, until 4:15pm in the afternoons. A local child minder offers both after school care, morning care and school holiday care for children from school. There are a wide variety of after school clubs.

The children are well supported socially through our Christian ethos, PSHEE curriculum and Social and Emotional support at playtimes.

### Feedback

There is facility to contact school by email via the school website or by telephone. Any comment that requires response will be replied to as quickly as possible; we endeavour to respond to any query within 24 hours.

### Complaints

If a parent is not satisfied with the support a child is receiving in school, they should first talk to the child's class teacher. If a resolution is not reached, then the parent should be referred to the SENDCO/HT.

If the parent is still not satisfied then the usual Complaints Procedure should be followed using the resolution procedures set out in the SEND Code of Practice, January 2015.