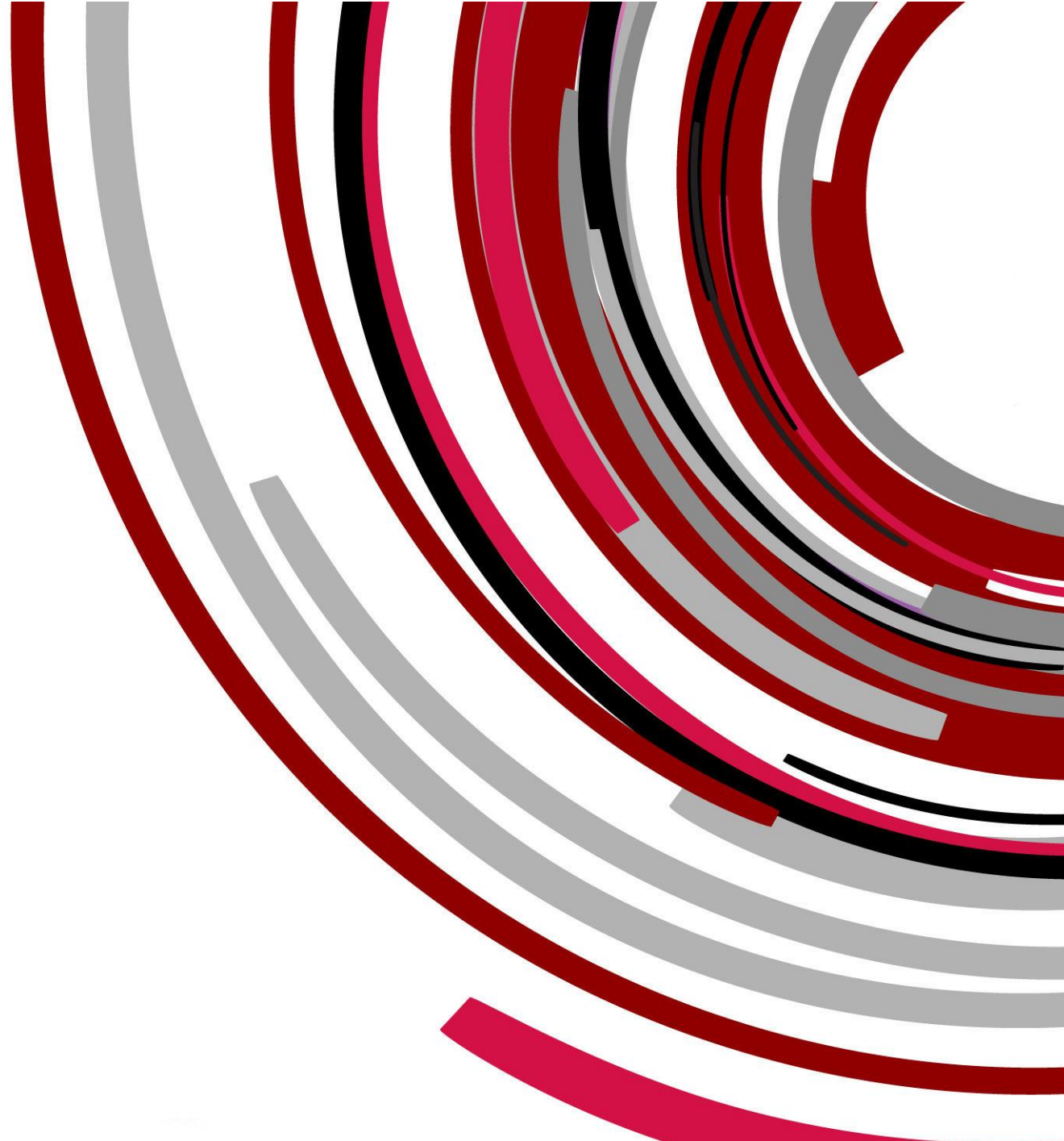




**SEN and Disability**

**Local Offer:**

**Primary Settings Template**

Mainstream, Short Stay Schools, Special  
Schools and Academies

## **Our Approach to SEND**

At St John's Stonefold CE Primary School, we are committed to providing an inclusive education in which every child is valued, supported and encouraged to achieve their potential.

Our Christian vision, "Rooted and Established in God's Love: Nurture, Grow, Fly", sits at the heart of our approach. Through our EAGLE values of Empathy, Aspiration, Generosity, Love and Endurance, we seek to create a school community in which children with special educational needs and/or disabilities are fully included in school life, develop confidence and independence, and are supported to flourish.

We recognise that pupils with SEND may require provision that is additional to or different from that made for other pupils. Our approach begins with inclusive, high-quality teaching and appropriate adaptation within the classroom. Where pupils require additional support, this is planned according to individual need and regularly reviewed.

We work closely with children, parents and carers and, where appropriate, external professionals. Children and families are encouraged to contribute to decisions about the support provided.

## **Accessibility and Inclusion**

### **What the school provides**

St John's Stonefold CE Primary School is committed to ensuring that pupils with SEND are able to participate as fully as possible in the curriculum and wider life of the school. The original school building dates from 1894, with an extension added in 2002. There is wheelchair access to the front entrance and accessible access to the playground. The school accommodation is arranged over two floors. There is no lift to the upstairs staffroom. A disabled toilet suitable for wheelchair users is available. These physical-access arrangements remain unchanged from the previous Local Offer.

We continually consider how the environment can be adapted to meet individual needs. An internal sensory room has been developed to provide additional sensory provision for pupils who require it.

A range of resources and reasonable adjustments may be used according to individual need, including:

- visual timetables;
- individual visual resources;
- coloured overlays;
- laptops and iPads;
- headphones;
- sensory resources;
- adapted classroom resources where appropriate; and
- personalised strategies identified through assessment and professional advice.

We aim to make information accessible to families and welcome discussions with parents and carers where adjustments to communication or access are required.

Our Accessibility Plan supports the school's ongoing work to improve access to the curriculum, physical environment and information for pupils with disabilities.

## Teaching and Learning

### What the school provides

High-quality, inclusive teaching is the starting point for meeting the needs of all pupils, including pupils with SEND. The SEND Code's guidance for schools emphasises good-quality teaching as the first response to pupils with SEN and a clear focus on outcomes.

Teachers are responsible for the progress and development of every pupil in their class. Learning is adapted so that pupils can access an ambitious curriculum alongside their peers while receiving the support they need.

Where a child is experiencing difficulty, the class teacher works with the SENDCo, child and parents or carers to identify possible barriers to learning and appropriate support.

Our graduated response is based around **Assess, Plan, Do and Review**.

### Assess

Teachers assess pupils regularly and monitor their attainment and progress. The school uses **Insight** to support assessment and tracking.

Where appropriate, **PIVATS** is used to support assessment of pupils working significantly outside age-related expectations and to enable smaller steps of progress to be identified and celebrated.

Assessment may also draw upon:

- teachers' knowledge and observations;
- pupil work;
- pupil voice;
- discussions with parents and carers;
- Individual Support Plan reviews;
- intervention assessments; and
- assessment or advice from external professionals.

### Plan

Where additional provision is required, clear outcomes and appropriate support are agreed.

**Individual Support Plans** are used to identify individual outcomes, strategies, adjustments and provision.

Where appropriate, children may also have an **Individual Behaviour Plan** to support identified behavioural, social, emotional or self-regulation needs.

Parents and carers are involved in the process, and pupil voice is sought in an age-appropriate manner.

### **Do**

Class teachers retain responsibility for pupils with SEND, including when aspects of additional support or intervention are delivered by other adults.

Depending upon individual needs, provision may include:

- adapted teaching strategies;
- additional adult support;
- visual timetables and prompts;
- structured SEND intervention groups;
- targeted academic intervention;
- sensory support;
- emotional-regulation strategies;
- ELSA support;
- play therapy;
- Forest School;
- reasonable adjustments to resources and the learning environment; and
- specialist recommendations from external professionals.

Teaching assistants and other adults work with teachers to support pupils' learning while promoting independence wherever possible.

### **Review**

The effectiveness of support is reviewed regularly. Decisions about continuing, changing or ending support are informed by evidence of the child's progress and changing needs.

Parents and carers are involved in reviews, and children's views are sought wherever appropriate.

The school does **not require a separate provision map simply for recording purposes**. Instead, evidence of provision and its impact is captured through Individual Support Plans, assessment and tracking, intervention evidence and review processes.

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

The progress and outcomes of pupils with SEND are reviewed regularly as part of the school's wider assessment and monitoring arrangements.

Insight is used for assessment and tracking, with PIVATS used where appropriate to identify and demonstrate smaller steps of progress.

Individual Support Plans are reviewed with appropriate involvement from pupils and parents or carers. Reviews consider:

- progress towards agreed outcomes;
- the effectiveness of current provision;
- the child's views;
- parent/carer views;
- assessment information;
- advice from relevant professionals; and
- whether provision needs to be continued, adapted or increased.

For pupils with Education, Health and Care Plans (EHCPs), statutory annual reviews are undertaken. Parents/carers, the child and relevant professionals are involved as appropriate, and provision and outcomes are reviewed against the EHCP.

We evaluate SEND provision by considering the difference that support makes to pupils rather than simply whether an intervention has taken place.

## Keeping Children Safe

### What the school provides

Safeguarding is everyone's responsibility at St John's Stonefold.

The needs of pupils with SEND are considered within the school's safeguarding arrangements, recognising that some pupils may require additional support to communicate concerns, understand situations or keep themselves safe.

The school's safeguarding procedures are followed whenever there is a concern about a child's welfare. Concerns are recorded and managed using CPOMS in accordance with school safeguarding procedures.

The SENDCo, Dean Martin, is also a Deputy Designated Safeguarding Lead, supporting close links between SEND and safeguarding practice.

Individual needs are considered when planning:

- educational visits;
- movement around school;
- playtimes and lunchtimes;
- medical arrangements;
- behaviour support;
- accessibility;
- emergency procedures; and
- transitions.

Where individual risk assessments or additional safety arrangements are required, these are developed according to the needs of the child.

Pupils learn how to keep themselves and others safe through the curriculum, safeguarding education, online safety work, relationships and health education and the wider personal development curriculum.

## Health (including Emotional Health and Wellbeing)

### What the school provides

St John's Stonefold recognises the importance of children's physical, social and emotional wellbeing to successful learning and development.

Individual healthcare arrangements are established for children who require them, working with parents/carers and relevant health professionals as appropriate.

The school works with relevant health and external services, including the school nursing service and other professionals where required.

Our pastoral and wellbeing provision can include:

- ELSA support;
- play therapy for identified mental-health and wellbeing needs;
- sensory provision;
- access to the school's sensory room;
- interventions supporting emotional regulation;
- Forest School;
- family help and support; and
- individualised strategies within the classroom.

Our PSHE and RHSE curriculum is delivered through Coram SCARF and is adapted where needed so that pupils with SEND can access and understand important learning about relationships, health, safety and wellbeing.

Where wider family needs are identified, the school works collaboratively with families and relevant services to seek appropriate help.

## Communication with Parents

### What the school provides

Parents and carers play an essential role in supporting children with SEND. We aim to build positive and trusting relationships with families and to work together in the best interests of the child.

St John's Stonefold operates an open and approachable culture, and parents are encouraged to discuss concerns with their child's class teacher and/or the SENDCo.

Communication may include:

- informal discussions with staff;
- parent consultation meetings;
- Individual Support Plan meetings and reviews;
- EHCP Annual Reviews where applicable;
- annual school reports;
- school newsletters;
- Parent App;
- ClassDojo;
- telephone and email communication;
- meetings with the SENDCo; and
- SEND coffee afternoons.

SEND coffee afternoons provide an additional opportunity for families to engage with school, discuss SEND-related matters and strengthen the partnership between home and school.

If parents have concerns about their child's progress, development or provision, we strongly encourage an early conversation so that concerns can be explored collaboratively.

## Working Together

### What the school provides

Successful SEND provision depends upon strong partnership between the child, family, school and relevant professionals.

Pupil voice is actively encouraged. Pupils are supported to contribute to discussions about their learning, support, wellbeing and experiences in ways appropriate to their age and individual communication needs.

Parents and carers contribute to Individual Support Plan reviews and EHCP Annual Reviews where applicable.

The school works with external agencies when specialist assessment, advice or support is required. Current partnerships include Educational Psychology and

Lancashire SEND/Inclusion services, alongside relevant health, social care and family-support services according to individual need.

The SENDCo works with class teachers, support staff, senior leaders, parents, pupils and professionals to support the identification of needs and co-ordination of appropriate provision.

SEND is also subject to the school's leadership and governance oversight so that provision and outcomes for pupils with SEND remain an important part of whole-school improvement.

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

### **What the school provides**

We recognise that supporting a child with additional needs can sometimes involve navigating a range of services and processes.

Families are therefore encouraged to approach the school where they need information, guidance or help.

Depending upon individual circumstances, school may support families through:

- meetings with the SENDCo;
- communication with external professionals;
- family help and support;
- appropriate referrals or signposting;
- Early Help where appropriate;
- support around transitions;
- SEND coffee afternoons;
- review meetings; and
- liaison with services involved with the child or family.

Where several professionals are involved, the school seeks to work collaboratively so that support is coordinated and focuses upon the needs and outcomes of the child and family.

## **Transition**

### **What the school provides**

We recognise that transitions can be particularly significant for pupils with SEND. Transition is therefore planned carefully and adapted according to individual need.

### **Starting Reception**

For children entering Reception, staff liaise with parents/carers and previous early years settings to help ensure relevant information is shared.

Where a child has SEND or additional needs, enhanced transition arrangements may include:

- additional communication with families;
- SENDCo involvement;
- liaison with the child's previous setting;
- transition meetings;
- sharing relevant professional advice;
- additional visits or familiarisation where appropriate; and
- planning reasonable adjustments or provision before the child starts school.

### **Moving between mixed-age classes**

As a small school with mixed-age classes, we recognise the importance of careful internal transition.

Relevant information about pupils' strengths, needs, successful strategies and provision is shared between staff. Where required, enhanced transition may include additional visits, visual preparation, transition activities and meetings involving the SENDCo.

The aim is to ensure continuity of support while helping pupils build positive relationships and develop independence within their new class.

### **Moving to secondary school**

All Year 6 pupils receive transition opportunities to support their move to secondary education.

For pupils with SEND, enhanced transition may be arranged according to individual need.

This may include:

- additional visits;
- communication between primary and secondary staff;
- involvement of the St John's SENDCo and receiving secondary SENDCo;
- SEND transition meetings;
- sharing relevant SEND records and successful strategies;
- additional preparation for pupils; and
- appropriate involvement of the receiving setting within transition planning and EHCP review arrangements.

We aim to make each transition predictable, appropriately supported and centred upon the individual child.

## **Extra Curricular Activities**

### **What the school provides**

Pupils with SEND are encouraged and supported to participate fully in the wider life of St John's Stonefold.

Our approach is based upon inclusion rather than providing a separate school experience for pupils with SEND. Reasonable adjustments and appropriate adult support are considered where needed to enable pupils to take part.

Current inclusive opportunities include:

- Forest School;
- LEGO Club;
- a PE Inclusion Group for pupils with SEND; and
- access to the school's wider range of clubs, enrichment opportunities, educational visits and school activities.

We consider children's individual needs when planning participation and work with parents where additional arrangements may be needed.

Our intention is that SEND should not unnecessarily prevent a pupil from experiencing the wider opportunities available through school life.

## **Feedback**

### **What is the feedback mechanism**

We welcome feedback from children, parents and carers about SEND provision.

Feedback is gathered through:

- regular conversations with families;
- Individual Support Plan reviews;
- EHCP Annual Reviews where applicable;
- parents' meetings;
- pupil voice;
- SEND coffee afternoons; and
- direct communication with the SENDCo, class teacher or school leadership.

We encourage families to raise questions or concerns as early as possible. In most circumstances, concerns can be addressed through discussion and collaborative working between home and school.

Where a concern cannot be resolved informally, parents and carers may use the school's published complaints procedure.

Feedback from children and families helps the school review SEND provision and identify opportunities for further improvement.