



Euxton Church of England Primary School



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S.E.N. and Disability: Our 'Local Offer' (What our school can offer to help).

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Accessibility and Inclusion

Our one form entry school is built entirely on ground-floor level; there are no stairs. Although the infant and Year 3 classroom doors have a step onto the playground, the main entrance is wheelchair accessible. We have one disabled car park space and car park access for those who are unable to walk up the path. We have disabled toilet facilities and infant classrooms also have toilets in their rooms. The layout of the school is in traditional classrooms rather than an open plan layout which suits children with hearing impairments as background noise is significantly reduced.

All classrooms have visualisers and smartboards supporting larger fonts for children who need this. Children with specific needs have access to a range of equipment, including Ipads, scanners and braille machines. Each classroom is clearly lit and the large windows allow plenty of natural light.

Our school website contains most policies and documents, including our SEND policy. If required, these documents can also be provided in a larger font size or different fonts as well as Braille or audio. All policies can also be translated if required.

We are a very welcoming school with friendly staff who have very good understanding of the children in our care and form close relationships with parents.

Teaching and Learning

Identification and Assessment of SEND

It is important that a child with Special Educational Needs is identified as early as possible. The Reception Class teacher liaises with the pre-school groups and is informed of any children who are causing concern. In the Reception Class assessment takes place at the beginning and the end of the year using PIPs.

We monitor and track the progress of all children throughout school through an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life. Class teachers are encouraged to share concerns about individual children at any time during the school year with the SENDCO. Throughout the year assessment will take place in all classes, both formally and informally and where appropriate PIVATs will be used.

We have a significant number of new pupils moving into classes other than Reception. When a new pupil joins, the WRAT test is administered within the first three days of arriving. Any resulting literacy and numeracy difficulties are then discussed between the child's teacher, the SENDCO, the parent and the child.

In addition to teacher assessment, we use a wide variety of resources, including:

- Baseline Assessment - Foundation Stage Profile Assessment
- PIPs at Reception
- Nelson Reading Test YR - Y6 (this has a particular focus on reading vocabulary and gives children a reading age)
- Schonell Spelling Test Y1 - Y6 (this gives a spelling age)
- Year 2 and Year 6 SATs (these tests comprehensively cover the full range of skills needed in mathematics and English, with the exception of children's ability in speaking and listening)
- Maths and reading testing at Y1, Y3, Y4 and Y5 (as above)
- APP in reading, writing and maths
- Keyword recognition and spelling YR - Y4 (these tests ensure that children know the high frequency words that they are expected to know for their age group)
- Phonic checklists YR - Y6
- WRAT test

We also involve outside agencies, such as educational psychologists, to assess children with more complex needs.

Support in the Classroom

The Christian ethos of the school is one of inclusion and each child in school is cherished, whatever their needs. Having said this, we do withdraw children with profound degrees of SEND for significant periods of time during sessions when the rest of the class need silence or when the individual with SEND needs no distraction of a bright and busy classroom to complete some focus work. We have a higher than average number of teaching assistants at Euxton CE who are all highly trained and skilled at working with children with a wide range of needs. In addition to quality first teaching, where needed, interventions are put into place, either in small group support or one-to-one support as appropriate. These may take place either in class or outside class, depending on the specific needs of the pupil.

There is half an hour allocated each day to personalised learning, when teachers have the opportunity to work with children on their targets on an individual basis while the class read independently.

Children are involved in discussions about their educational needs and about their targets and progress at all levels, wherever possible.

We have two members of staff who have completed the RNIB Level 2 Braille course, one of whom is currently learning UEB Braille.

We have links with other agencies and a special school, to support children with autistic tendencies. We need this link because our school is not specialist at helping children with autism.

SATs and tests

Access arrangements are made for those children who require additional arrangements to enable them to take part in the tests, such as enlargement/braille of test materials, use of a scribe or a reader. All access arrangements provided are in line with guidance from STA.

Reviewing and Evaluating Outcomes

The SENDCO arranges yearly review meetings for children with statements or EHC Plans, attended when possible by all agencies involved with the child as well as parents, staff, SENDCO and headteacher. We also hold additional reviews every summer to support children's transition to the next class or key stage and ensure that all members of staff who will be working with the child are familiar to the child and family. For all children on the SEND register, progress towards targets is evaluated on a weekly basis and IEPs are evaluated termly, with assessments informing new targets.

At Euxton CE, we are keen to involve children as much as possible in their education and therefore children evaluate their own progress on pupil-friendly IEPs as well as contributing towards and always attend their annual and transitional reviews.

We frequently assess and evaluate the effectiveness of our provision, for example through parental questionnaires, discussions and viewpoints shared at IEP and review meetings.

We have an Equality Policy which is available on the school website. Hard copies are available from the school office.

Keeping Children Safe

We are very committed to keeping children safe and have high levels of supervision at all playtimes with a high ratio of staff to pupils.

Procedures are in place to increase safety outside the classroom. These include the use of fences and locked gates. There is never a 100% safe environment and if there was it would be artificial and children need to learn how to gauge risks and accommodate their behaviours accordingly. We treat each child as an individual and strive to get the right level of challenge and keep risks regarding safety realistic. We encourage our children to interact with nature, so they may well get an occasional scratch from brambles, a rabbit's paw and even fall a short height from our trim trail. We carry out risk assessments as a staff but importantly try and involve the children in this process too, communicating this appropriately to a child's maturity and understanding.

To ensure children's safety, we ask that parents do not drive up the path to school between 8.00 to 9.10a.m. and 3.20 to 4.00p.m. unless they or their child have a physical disability which prevents them from walking along the pavement.

School policies, including our anti-bullying policy, can be found on our website.

Health (including Emotional Health and Wellbeing)

Our staff have an excellent knowledge and understanding of the medical needs of the children in our care. In addition to regular communication about children's needs at staff meetings, we have a medical board in the staff room so that all staff are fully aware of the needs of the children in our care. Each child also has a care plan which is shared with all relevant staff. Whenever a child is diagnosed with a new condition, we work with parents, the child and the school nurse to draw up a care plan and ensure all staff are aware of the child's needs.

Medication is kept in a locked fridge, unless it may be required in an emergency, for example epipens, which are kept in the staffroom, or diabetes medication, which needs to be near the child at all times.

Staff training is kept up to date and is tailored to the needs of the children in our care, for example in recent months staff have received training in the use of epipens and on the treatment of conditions such as asthma, diabetes and epilepsy. Many of our staff are also first aid trained.

In the case of an emergency, staff will contact an ambulance and the parents as well as following the child's care plan.

We liaise with a range of NHS services; in addition to the school nurse, we currently access speech and language support and occupational therapy for those children with particular needs.

Communication with Parents

At Euxton we have an open door policy and encourage parents to contact us, either in person, by phone, email or letter, to discuss any concerns about their child. Class teachers are usually available after school and where this is not possible, appointments can be made. Office staff are available from 8.00a.m. and the office staff respond to emails the day that they receive them. Each Autumn there is an open day for prospective parents to view the school and appointments can be made for this at any other time of year as well. In addition to termly parents' evenings, annual reports and reviews for children with statements of SEND, we hold transitional reviews each summer to introduce children and parents to the next class teacher and ensure that the transition between classes is smooth. For several children in school, we also keep home/school link diaries to ensure constant communication.

Working Together

Children are actively involved in their education, responding to teachers' marking in books and listening to verbal feedback. Children with SEND may have new vocabulary or subject specific language explained to them before the start of topics with the whole of a class. Children with SEND are involved in the formulation and evaluation of their own targets.

There is a School Council which influences the action plan and resource choice of playtime equipment. The children at Euxton CE Primary are considerate and thoughtful to children with special educational needs and this is often reflected in their decisions.

We have a home/school agreement which is equally important for parents, staff and children with SEND as it is for those without SEND. This is available on the school website and a hard copy is available from the school office.

What help and support is available for the family?

We are an open-minded, supportive and dedicated staff who will challenge but cherish the children of parents at our school. The school is also flexible and we are sensitive to families' needs during periods of additional stress or crisis. We are more than happy to support parents through such times.

We can also offer assistance to parents who are struggling to fill in forms regarding their children's education and can sign post parents to outside agency family support when and where it may be needed or appropriate.

An outstanding and happy school underpinned by Christian values

Wisdom Compassion Humility Friendship Peace Trust Forgiveness Hope