



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special
Schools and Academies

Name of School: Hoole St Michael CE Primary

School Number: 07036

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 [THE LANCASHIRE SEND TEAM .SENDR reforms@lancashire.gov.uk](mailto:THE_LANCASHIRE_SEND_TEAM_SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Hoole St Michael CE Primary Liverpool Old Rd Much Hoole PRESTON Lancashire PR4 5JQ		Telephone Number	01772 613219
Website Address	http://www.hoole.lancs.sch.uk			
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	NO			
What age range of pupils does the school cater for?	4 – 11 years			
Name and contact details of your school's SENCO	Mr Steven Kenyon 01772 613219			

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	Mrs Jo Duckworth, Head Teacher		
Contact telephone number	01772 613219	Email	head@hoole.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	http://www.hoole.lancs.sch.uk/index.php?category_id=106		
Name	Hoole St Michael CE Primary	Date	16.5.16

Please return the completed form by email to: [THE LANCASHIRE SEND TEAM .SENDReforms@lancashire.gov.uk](mailto:THE_LANCASHIRE_SEND_TEAM_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

- Hoole St Michael has had many developments over the years including a newly built hall. It is a small school with four classes; intake number 17. It benefits from a small Reception class with two full-time adults (teacher and teaching assistant).
- It has one entrance for wheelchair users leading to the front office and main entrance.
- All doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary to ensure full access for pupils and parents with disabilities. There is an upstairs staffroom which pupils do not access. Parent meetings do not usually take place in this upstairs room. The stairs to the staffroom are wide enough to facilitate the use of a stair lift should this ever be deemed necessary.
- A before (from 7.45am) and after-school club (to 6pm) is available for all pupils. Parents pay for the sessions attended.
- The school offers a phased entry into school each morning. Doors are opened at 8.45am (school starting time being 8.55am). This avoids congestion in the morning.
- Cars are parked directly on the road in front of the school except for the yellow lines.
- The school has one disabled toilet for wheelchair users and disabled people to use if required.
- The school's website front page is kept up-to-date with information in the '*what's on*' section.
- Paper copies of the weekly newsletters are sent home to parents and uploaded onto the school website.
- Detailed termly class newsletters are sent home to parents and uploaded to the website.
- Where and when required, paper copies of all letters are sent home with pupils.
- All parents are invited to sign up to the free service 'Parentpay' in order to receive texts from school; Parentpay can also be used to pay for clubs and visits.
- All relevant policies are uploaded to the school's website.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom.
- The school has a range of ICT programmes for pupils with SEN in addition to interactive whiteboards installed in every classroom. There is a class set of laptops and a small group of iPads which are used by all children.
- Classrooms are 'child friendly' with resources labelled clearly.
- Visual timetables are used in most classrooms.

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

- The school has a very experienced SENCo who has completed the National Award for SEN Coordination.
- The SENCo attends at least termly SEN specific cluster training to keep his knowledge up-to-date.
- Early identification is vital and outside agencies can help advise on the provision of intervention strategies.
- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.
- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The SENCo has been trained in the use of PIVATS (Performance indicators for value-added target setting) which are used to assess and inform target setting for pupils of all ages whose performance is outside national expectations. The SENCo has trained all teaching assistants in the use of PIVATS; the most recent copy of PIVATS (PIVATS 5) is being used in school
- Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as the Lancashire SEND team and specialist teachers known to the school.
- Each class has the benefit of at least one Teaching Assistant.
- All staff have received asthma and Epipen training. Some teachers have received Diabetes training and the use of a cannula, from the school nurse. We currently have 10 first aiders including teachers, teaching assistants, welfare assistants, the school business officer and site supervisor.
- Teachers and teaching assistants who support children with specific needs meet regularly with specialist teachers from the Lancashire SEND team in order to be able to follow specialised programmes of work in school.
- One teaching assistant specialises in special needs and has significant experience supporting children with autism. She has received the following training: Social story training; Sign-a-long training; Triad of impairment.
- Teaching assistants have been externally trained in specific speech and language programmes such as 'Talk Boost' and deliver these programmes in school.
- When sitting examinations (SATs) children with SEN can be supported 1:1, have timed breaks, be granted additional time subject to meeting set criteria by STA, and sit exams in a quiet setting in a small group to aid concentration.
- The school operates a provision map in place to plan out intervention and support.

- The SEN provision map records the type and duration of the intervention a pupil is receiving, pupils' progress throughout the school and how much progress individuals make following interventions. The Lancashire Tracker also tracks progress and provides data which monitors pupils receiving the Pupil Premium as well as pupils with SEN.
- Termly pupil progress meetings take place between the Head Teacher and all class teachers to track, monitor and discuss pupils' progress.
- The HT and SENCo discusses the progress of pupils with SEN at least termly and the SENCo reviews the provision map accordingly (e.g deploying additional adult support and resources).
- The curriculum, having recently undergone a review, is well-organised and imaginative, providing effective learning opportunities for all pupils, including those with SEN. It promotes positive behaviour and safety, and the experiences contribute well to the children's achievement and to their moral, spiritual and cultural development.
- The curriculum is broad and balanced. It meets statutory requirements including RE and wider opportunities.

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

- Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child.
- Pupils are also asked to make a contribution to the review when and where appropriate.
- Individual Education Plans (IEPs) are produced termly or half termly depending on individual pupil circumstances.
- The school operates an *Open Door Policy* with regards to any concerns a parent may have.
- Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.
- We have an allocated governor for special educational needs who meets with the SENCo at least annually to report to the governing body.

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

- The school is successful in keeping pupils safe through effective risk assessments, e-safety arrangements and action taken following concerns being raised. The Head Teacher (as premises manager) carries out Risk Assessments where necessary alongside the staff and governors. Class teachers carry out Risk Assessments when and where appropriate and these are monitored by the Head Teacher.
- If required, a handover is carried out by or class teacher or teaching assistant to the appropriate parent/carer.
- At least one teacher and teaching assistant supervises each morning and afternoon playtime break.
- Lunchtime support staff supervise children in the play areas at playtimes and lunch times. The senior mid-day supervisor is also a teaching assistant.
- All gates are padlocked when the children are playing outside.

- Whenever possible, all children play on the extensive playing fields at the back at the school rather than the front playground. This is secured by fencing.
- Reception children have their own secure outdoor area and they play on this area at morning play and lunchtime with adult supervision; in the summer Reception children play on the field.
- Teaching staff are available to support within school at all times.
- Each class has at least one teaching assistant.
- Children with Statements of Educational Need have a designated teaching assistant assigned to them.
- Infrequent allegations of bullying are dealt with immediately and chronology shows that the bullying ceases. The school has an annual anti-bullying week. Information about bullying can be found on the school website: http://www.hoole.lancs.sch.uk/index.php?category_id=99
- Behaviour in lessons is outstanding; pupils demonstrate high levels of engagement and commitment to learning.
- Children with behavioural difficulties are well supported and their needs are met
- Behaviour systems are positive, applied consistently and effective.
- Children receive regular lessons on how to keep themselves and others safe, regular reminders in PE, DT, PSHE lessons for example; through curriculum topics, i.e. water safety; e-safety days; anti-bullying week; sex and relationship education; drugs awareness education; visits by outside agencies such as the Lancashire Fire Service, South Ribble Neighbourhood talk (including 'stranger danger'); Right-Start road safety for infants; Safer cycling ('Bikeability'/'Tots on Trikes')

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

- All medicine is recorded on forms retained in a medicine file along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child; in line with school policy, only prescription medicines can be administered in school.
- Prescription medicines are kept in a locked cupboard in the school office.
- Asthma inhalers and epipens are kept in boxes in each classroom (and taken out at playtimes/lunchtimes) to ensure they can be accessed when necessary
- Care plans are passed on to the relevant Class Teacher and the master copy is kept in the child's records folder.
- Key support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. If deemed necessary by the first aider, an ambulance will be called and the parent immediately contacted. The relevant LCC accident and incident form is completed and if appropriate, a report is made to RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations).
- Parents are informed, sign a school accident form (and keep a copy) when a minor accident has taken place.
- Diabetes, asthma and Epipen training have been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- Parents of children with long-term conditions and special medical needs meet with the SENCo and key staff to discuss their child's care and the management of their child's condition within school.
- The school nurse and other NHS professionals will access the school regularly, i.e. for Reception and Year 6 height and weight checks; Year 6 Health Questionnaires and to provide advice for staff with regards to pupils with long-term conditions and special medical needs.
- Using Sports Premium, the school is now providing a wide range of sporting opportunities both within curriculum time and in extra-curricular clubs. Specialist coaches work alongside the teachers

and pupils. Welfare staff and Year 6 play buddies are trained in the use of Change4Life materials which encourage active play at playtimes and lunchtimes. Groups of children are able to take place in out-of-school competitive sporting activities.

- Teachers run a variety of extra-curricular clubs which can be accessed by all pupils within set age-ranges and numbers, for example: football, netball, cricket, gardening, cookery, singing.

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

- The website contains details of all staff currently employed by the school and the school governors.
- The School Prospectus also provides this information.
- The School operates an *Open Door Policy*.
- Children can enter school from 8.45am (school day starts at 8.55am). A teaching assistant is available on the door to take messages and the headteacher will release a member of staff to talk to the parent at this time, if necessary.
- Teachers are always available (with rare exceptions) to talk to a parent at the end of the school day or to make a mutually convenient appointment.
- The school’s website front page is kept up-to-date with information in the ‘*what’s on*’ section.
- Each class has its own page on the school website which is kept up-to-date.
http://www.hoole.lancs.sch.uk/index.php?category_id=6
- Newsletters sent home are uploaded to the school website:
http://www.hoole.lancs.sch.uk/index.php?category_id=33
- Each subject area of the curriculum has its own page on the school website
http://www.hoole.lancs.sch.uk/index.php?category_id=11 All parents are invited to sign up to the free service ‘Parentpay’ in order to receive texts from school; Parentpay can also be used to pay for clubs and visits.
- A flipchart may be placed on the yard to provide reminders and information for parents who have not signed up for Parentpay.
- Children in the Reception Class / Key Stage One (infants) have a home-school reading record diary which can be used by parents/carers and school staff.
- Parents of children in Upper Key Stage Two (juniors) can write comments in their child’s homework diary to liaise with the class teacher as and when necessary. Parents of children in Lower key Stage Two can write in their children’s homework books or send notes in to the class teacher.
- All children in school are dismissed directly to their parents at the end of the school day on the front yard. Teachers remain on the yard until all children have been collected.
- The school has two Parent Evenings a year to provide opportunities for parents to discuss the progress of their child.
- All parents receive an interim report at the end of the autumn and spring terms. These reports are brought to the parents’ evenings in the autumn and spring terms.
- All parents receive an end-of-year report at the end of the summer term and are given the opportunity to make an appointment to discuss the report with the class teacher in more detail, should they so wish.
- All reports provide information about the children’s current attainment, progress, attitude and behaviour. The interim reports are sent home to parents prior to parents’ evening and are discussed during the parents’ appointment. Parents are also provided with their child’s new targets for reading, writing and maths during these appointments.
- Parents of SEN children are invited to discuss their child’s targets on their individual education plans each half-term and how they are able to support this plan at home.

- In addition, parents of children with statements/EHC plans are invited to attend an annual review of their child's statement of educational needs.
- An Open afternoon is organised in the autumn term: parents of potential new starters are invited.
- Parents are invited to provide feedback in a variety of ways:
 - A form attached to the end-of year report
 - Parental questionnaires
 - Consultations regarding important changes in school policy, i.e. with the administering medicine policy, start of the school day.
- A variety of parent meetings take place throughout the school year:
 - New Reception induction meeting (in the summer term prior to new starters in September)
 - EYFS curriculum meeting (early autumn term for new starters)
 - Transition from Reception to Year 1 (summer term)
 - Y6 SATS meeting (spring term)
 - Y2 SATS/transition to KS2 meeting (spring term)
 - Curriculum meetings (linked to specific subjects, i.e. phonics, maths, e-safety)
 - Robinwood residential meeting

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

- There is School Council for children from Y3 – Y6 who meet each week. Each child in KS2 has the opportunity to apply to be on the School Council and a vote takes place. A display of the school council's photographs informs the other pupils in school who may wish to raise an issue or suggest an idea.
- There is an eco-council for children from Y5 and Y6 who consider how to keep our school green.
- The school is split into four teams; each team has a house captain and vice captain who occasionally meet with all members of their team to inspire them to work hard, behave well and air their views. All children work hard to gain points for their team and the winning team each week displays their colours on a cup.
- Each class has a regular Personal, Social and Health Education (PSHE) lessons and regular circle times.
- Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so). They can also express their views in parental questionnaires and during consultation periods (for example, changes in policy); the school operates an *Open Door Policy* and parents can discuss their child's education by seeing a teacher at the end of the day or making an appointment to see members of staff.
- Elections to the Governing Body are held whenever a vacancy arises; we currently have two parent governors. We also have one parent who is a foundation governor. We have an allocated governor for special educational needs who meets with the SENCo at least annually to report to the governing body. A list of governors is on the school website.
- The home-school agreement is currently being updated and parents will be consulted.
- The school has an active PTFA (Friends of Hoole St Michael) and parents are invited to become involved either by being on the committee or helping out at events.
- Parents are invited to come and help in school, for example listening to readers; supporting groups; helping out during extra-curricular activities, i.e. cookery; becoming a helper on an educational visit; sharing their expertise, i.e. talking about being a vet; parents are invited to help at special events at the weekend, such as summer fairs.

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

- The Class Teacher or Head Teacher/Deputy Head Teacher can offer help with forms if this is required.
- The school has close links with Longton Children's Centre.
- The school's website has an area dedicated to parental advice:
http://www.hoole.lancs.sch.uk/index.php?category_id=101
- If a pupil required a travel plan to get their child to and from school this would be dealt with by the SENCO and Head Teacher/Deputy Head Teacher if required.

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

- Hoole St Michael C E Primary operates a daily before school and after School club known as 'Kids' Club' The club is not run by the school, but by a separate management committee. Numbers are restricted but all children and age-groups are welcome. Parents pay for sessions. 'One-off' sessions can be booked as long as the parent has registered with the club and there are places available.
- There are opportunities for pupils to take part in weekly lunchtime and after school clubs. Extra-curricular activities which have taken place so far this year are:

Singing Group (KS2)	Football (KS2)
Numeracy workshop (booster group for Year 5)	Literacy Workshop (Booster group for Year 3 and 4)
Gardening Clubs (EYFS, KS1 and KS2)	Dance Club/Street dance (paid by parents) (EYFS/KS1)
Christmas craft club (KS1)	Cricket (paid by parents) (EYFS, KS1 and KS2)
Netball (Y5 and 6)	Taekwondo (paid by parents) (EYFS, KS1 and KS2)

- Hoole St Michael is a very nurturing environment. With being a small school, all staff know all children extremely well.
- Children in Year 6 take on extra responsibility, such as the role of guardian angels to our reception children in addition to other monitor roles; they are also voted as captains and vice-captains of our four school teams and organise team building meetings.
- Children new to school are always allocated a buddy or group of buddies to help to induct them into school life.
- SEAL is embedded in all school life; behaviour is consistently outstanding; anti-bullying week established

Transition to Secondary School

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

What the school provides

- Hoole St Michael CE Primary has close links with a number of feeder secondary schools including Penwortham Girls High School; Tarleton Academy; Penwortham Priory Academy; Hutton C of E Grammar School; All Hallows Catholic High School
- A number of High Schools especially Penwortham Girls High School and Penwortham Priory Academy offer a number of opportunities to extend primary/secondary links by inviting Year 5 and 6 children to visit their school and facilities for taster experiences (for example, music technology); sending teachers to our school to teach our children (for example, sporting activities); providing moderation sessions for Year 6 and high school teachers with regards to Level 6 English and Maths.
- Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The secondary school SENCo attends the last annual review in the summer term of Year 6 where specific transition plans are made.