



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Sherwood Primary**

School Number: **06041**

School/Academy Name and Address	Sherwood Primary		Telephone Number	01772 719093
	Sherwood Way Fulwood Preston PR2 9GA		Website Address	Sherwood.lancsngfl.ac.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			
Name and contact details of your school's SENCO	Mrs. Nasreen Mirza Mrs Michelle Holt Mr Matthew Wilson			

Accessibility and Inclusion

What the school provides

- The school was built in 1990 and is fully wheelchair accessible.
- To ensure all access for pupils and parents with disabilities the school has ensured that most doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary.
- There are accessible parking spaces available for the public and disabled persons and 2x disabled toilets are available for wheelchair users if the need should arise.
- Information is available on the school website and a community noticeboard in addition to regular newsletters.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- A Loop system is installed for HI children in the hall/ one class in every year group also has benefit from the specialist equipment.

- The school has a range of ICT program for pupils with SEN, most recent is the IDL Programme for dyslexia, in addition to IPADs, headphones, netbooks, computers and interactive whiteboards installed in every classroom.

Teaching and Learning

What the school provides

- Early identification is vital and outside agencies (IDSS and independent agency) can help advise on the provision of intervention strategies. Class teacher completes a 'Cause for concern' form which is the passed on to the SENCO.
- 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. Class teachers work to ensure the whole curriculum is accessible to all pupils and independent learning is encouraged.
- 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. These are then used to write the IEPs and plan for the child's specific needs.
- Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS, Support Agency.
- Each class has the benefit of at least one Teaching Assistant.
- In the case of children with HI, VI or medical needs, specialist support, equipment and training is provided by IDSS, NHs (Diabetes Nurse etc...).
- Staff have received First Aid and EpiPen training.
- The SENCO is SEN accredited and has a degree qualification.
- Regular SEN training for teachers and support staff is delivered during staff meetings, eg. ASD and Dyslexia training have been provided recently. In addition to this, there is a wide range of training opportunities available in the Local Education Authority for teaching staff and teaching assistants, depending on the specific need of the children.
- A large proportion of our support staff are 'Higher Level Teaching Assistant' trained and work closely with our SEN children.
- When sitting examinations children with SEN can be supported 1 to 1 (Statement/ Education and Health Care Plans) have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.
- The SEN 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 Lancashire E- Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

Reviewing and Evaluating Outcomes

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.
- IEPs are produced termly or half termly depending on the circumstance and pupil. The IEPs are used to inform support staff of the SMART targets for that child and the strategies and resources to be used to provide that support. The support staff then keep rigorous records of progress made by the children they work with, which is regularly monitored between class teacher and expert advice from outside agencies, eg. Speech and language.
- The school operates an Open Door policy with regards to any concerns a parent may have. Teachers greet their classes every morning on the yard.
- Pupils' progress is monitored throughout the school and Pupils with SEN are monitored using school tracking data in association with the Provision Map by the Deputy Head teacher.
- Each class teacher has a 'Data Dashboard' with specific information regarding any issues with the children's progress. These are monitored and updated termly and provision is amended where necessary according to the needs of the children.

Keeping Children Safe

What the school provides

- The Head Teacher (Health and Safety co-ordinator) carries out Risk Assessments where necessary. The governing body also has a very active Health and Safety Committee.
- If handover to parents is required it is carried out by the SSA, a T/A or class teacher to the appropriate parent/carer.
- There are parking areas by the school for pick up and drop off points.
- If required, a member of support staff supervises the child each break time along with the designated teacher on duty.
- Support is available in every class but some classes have additional adult support if required (YR (Reception) has additional 2 support staff + teacher and HLTA, Statemented pupil has SSA + class T/A in class etc.)
- Parents can access the Anti-Bullying Policy on the new school website.

Health (including Emotional Health and Wellbeing)

What the school provides

- Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records.
- All 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.
- In addition, Diabetes and Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- For every child with a medical need (eg. Asthma), there is a photograph on the staffroom notice board of the child and details of their needs. This is also displayed in

the classroom, along with the inhalers which are kept in yellow bags which are easily visible and accessible to the children.

- Prior to the child entering a new year group, the support staff will have specific medical training, depending on the child's medical needs.
- Where the child's need is behavioural, social or emotional, small group therapy sessions are provided with a specialised member of support staff.

Communication with Parents

What the school provides

- The website contains details of all staff currently employed by the school and the School Prospectus also provides this information.
- The School operates an Open Door policy and has 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child. A school report is written by each class teacher and sent to parents at the end of the school year.
- There is an Open Day at the beginning of the school year for prospective parents and children to view our school and become familiar with the facilities provided.
- A parent questionnaire is also provided for parents to record their views and suggestions.

Working Together

What the school provides

- There is School Council and a School Eco-Team for pupils to contribute their own views. Each class has a suggestion box for children to write their views and ideas, and two representatives from each class attend regular school council meetings with the headteacher.
- Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises.
- Regular fundraising events are organised by the PTA in order to raise money for equipment needed in school to support children's learning, eg. IDL programme for pupils with literacy difficulties.

What help and support is available for the family?

What the school provides

- The Class Teacher, Head Teacher or SENCO can offer help with forms if this is required.
- The school writes a weekly newsletter for parents. A paper copy is sent home and a copy is posted on the school website every Friday.
- The school has recently held an E-Safety Workshop for parents and pupils to attend.
- If a pupil required a Travel plan to get their child to and from school this would be dealt with by the class teacher, SENCO and Head Teacher if required.
- Class teachers and the SENCO can provide guidance regarding SEN to parents, and give details of other agencies to contact if more specialised information is required.
- In school there is a member of staff who can speak fluent Urdu, Punjabi and Gujerati to converse with parents if required.

Transition to Secondary School

What the school provides

- Year 6 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.
- Staff from local secondary schools provide a talk to parents of our Year 6 children giving details of what their school provides for the children.

Extra Curricular Activities

What the school provides

- Sherwood operates a daily Breakfast Club and After School club available to all pupils.
- There are opportunities for pupils to take part in a weekly Music lessons (guitar, keyboard, drums) a Mad Science Club at a fee.
- In addition, there are many free extra-curricular clubs available for children to attend at lunch times or after school. These include Football, Tag Rugby, Cricket, Netball, Environmental club, Chess Club, Art, Lego club and gym club all free of charge.
- The Clubs are available to all the pupils in the designated age range assigned to that activity (e.g. Chess available to Key Stage 2 pupils but not Key Stage 1).
- Children entering the Foundation Stage are assigned a Buddy from Year 6. Buddies also help Foundation children during Lunch times to help new pupils settle in to normal school routines.