

Altham St James' CE Primary School
Special Educational Needs & Disabilities
Local Offer

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Altham St James' CE Primary School
Special Educational Needs Local Offer
General Introduction

Altham St James' CE Primary School is a small, rural, faith based primary school, where we believe every individual, whatever their needs or abilities, is unique and special, and loved by God. Many comment on the family feel and care of the school, which is inclusive and extends to children with Special Needs and Disabilities. There are approximately 80 children, split into four teaching groups – Reception, Year One/ Two, Year Three/Four and Year Five/Six. The children are taught in a straight reception class and mixed-aged classes (Year 1/ 2, Y3/ 4 and Y5/ 6). There are three classrooms in the main school building and a separate purpose built modular classroom. There is a school hall (which is used for group work, Worship, lunch and PE), office, head's room and toilet facilities. There are no additional rooms to support individual needs or individual withdrawal. Whilst staffing is adequate, the headteacher has a substantial teaching commitment and there are frequently times without an unallocated adult around school. School is set in its own grounds, is largely wheelchair accessible (entirely, within the building) although there are some areas of the school grounds that are accessed by two steps.

Accessibility and Inclusion

What the school provides:

Altham St James' is a 150 year old building with considerable modernisation over the ensuing century and a half. It comprises of three classrooms, a hall and a modular classroom. There are no additional rooms for SEN provision or withdrawal. The building is fully wheelchair accessible, and all on a single level. Two of the classrooms are a good size, whilst the third is smaller. The modular classroom has its own toilet facility. All areas are well maintained and refurbished. There is an accessible parking area and a ramp access to the reception area. However not all outdoor areas are fully accessible (wooded area and school field). There is a standard access WC which is also used as the staff WC. Entry/exit apparatus (e.g. push buttons) are at "infant-friendly" height and are therefore wheelchair-user accessible. Displays are kept at pupil eye level wherever possible and resources are easily accessible on low level surfaces.

Teaching and Learning

What the school provides:

Being an extremely small school, the limited number of teaching staff and support staff are general staff with no specific expertise in Special Needs although some staff have had specific training e.g. Speech and language and Autism training. Staff are knowledgeable and able to identify and initially assess children with SEN. Parental involvement is encouraged and sought at the earliest opportunity, if concerns arise.

The school nurse (who visits as required, but as a minimum, monthly) supports the school with particular reference to care plans and other medical needs should they arise.

The head, who is also the S.E.N.C.O, teaches Year Five/Six. Furthermore one class teacher has previously held a S.E.N.C.O post and has a wealth of experience within this arena. School has access to I.D.S.S. (Lancashire's Inclusion and Disability Support Services) and other agencies – e.g.: speech and language, occupational therapy etc. – and is able to buy in expertise when necessary, sometimes meeting extra provision from within its own budget. All classes within school have an allocated Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA) and intervention programmes to meet various pupils' needs are consistently and rigorously delivered by TAs/HLTAs. Staff are provided with training opportunities that support and enrich the learning environment, and specific training can be sought to meet Special Needs that arise. Previously, this has encompassed relevant courses e.g.: autistic spectrum, behavioural needs and DCD. (Delayed Co-ordination Difficulties) as well as training with regard to P.I.V.A.T.S (a small step assessment mechanism) to enable identification and assessment of SEN pupils. The school provision map clearly shows where staff are strategically placed to deliver effective intervention programmes or in class support. It indicates when/where pupils are working in small groups or one to one – taking into account location with regard to access to laptops, portable white boards, P.E. equipment, etc...

Reviewing and Evaluating Outcomes

What the school provides:

Progress of children with SEND (along with other SEN issues) is monitored and evaluated at a liaison meeting between the Head/SENCO who meets weekly with the TA responsible for SEN to discuss SEN issues including children's progress. When necessary parents are invited into school for progress meetings. The SEN assistant also gathers information from appropriate staff (including specialists) to discuss at this meeting. Each child with an EHC plan has a formal annual review where all appropriate contributors evaluate outcomes and plans for the forthcoming year laid.

For the most part Team Around The Child/Family (TAC/TAF) or agency meetings along with parent/pupil meetings are held on this morning however meetings may be held to accommodate parent/carers and pupils before or after school at a mutually convenient time.

Keeping Children Safe

What the school provides:

All areas and activities of the school are risk assessed in the normal course of events. When necessary, additional risk assessments are carried out when new pupils come on roll as well as when any new medication or procedure is initiated. The school follows county guidelines, policy and procedure with regard to the safety and well-being of all pupils. Risk assessments are carried out by the head-teacher/class teacher. The school nurse is involved in developing care plans, for those children who require one, in consultation with parents and staff to ensure that the physical welfare needs of S.E.N. pupils are met.

At the start and close of the school day a member of staff is always on the school yard to provide a point of contact and ensure the safe handover of pupils. During break times there are always two members of staff on the yard to supervise the children (one key stage one and one key stage two). This ratio is increased at lunch time where three welfare staff are present. School has a small enclosed car park with access clearly demarcated. Whilst access to this is discouraged during pupil movement times at the beginning and end of the day, special arrangements would be considered if necessary for pupils with SEN or disabilities. During the course of the school day access cannot be gained to school premises other than through school reception. All gates to and from the school yard/playing areas and fields are locked. The school building has a secure fob activated access which keeps children in the school building safe. Furthermore fire alarms are located throughout school with tamper proofed housings to ensure alarms cannot be accidentally set off.

Parents can obtain details of our anti-bullying policy and a school prospectus upon application to the school office. They are also on the website.

Health (including Emotional Health and Wellbeing)

What the school provides:

All staff undertake a first aid at work course every three years. School has a strict policy on the administration of medicine. Parents are encouraged to medicate children at home, but where it is unavoidable to administer them at school, a protocol applies for staff to do so voluntarily. Staff will only administer professionally prescribed, named, dated and dose-detailed medicine after appropriate adult to adult communication and discussion, and consent forms received. All medicines are kept out of reach of children and secure.

School has a clearly defined policy with regard to emergencies and access to contact numbers. If a child is ill, school will make a decision to contact parents with regard to the pupil returning home for care - staff are aware of the procedure re completing Early Departures and Late Arrivals logs.

As a small school, there are no specialist services at school, but these services can be bought in if necessary, after appropriate consultation. The school nurse who visits school frequently is the lead contact in cases where this type of need arises. On this basis, occupational therapy and speech and language professionals currently visit school (or communicate online) to observe individual pupils in school and devolve schemes of work via teaching assistants. Teaching assistants work daily with pupils on speech and language or Nuffield Early Language intervention (NELI) programmes.

Communication with Parents

What the school provides:

As a small school, communications between staff, parents and children are frequent and often informal. School has an open door policy for informal meetings and indeed encourage parents to discuss any concerns with the S.E.N.C.O.

In addition to this, a member of staff talk is on the yard at the end of every school day.

Individual Education Plans are discussed with parents as they come around for evaluation and updating.

More formal appointments can be made via the school office, and we may initiate these if we feel there is a need.

Additionally, we have two parents' evenings per year and an end of year written report is sent out where pupil progress is discussed in detail.

Working Together

What the school provides:

We talk to our children and listen to their opinions. Parents are always welcome in school to help in many ways, from the informal helping with school work, to the more formal membership of the Governing Body. The school has a governors committee with the remit of involving parents in social and fund raising activities.

What help and support is available for the family?

What the school provides:

Parents are offered help with completing forms/paperwork, if necessary, and this help can be obtained via the school office. School is able to facilitate access to outside agencies (including Parent Partnership Officer support, The Children & Family Wellbeing Service, Speech & Language, Physiotherapy etc.). Normally the S.E.N.C.O. or S.E.N. assistant facilitate this greater access to advice, guidance, and provision, sometimes with support from the school nurse.

Transition to Secondary School

What the school provides:

School liaises formally and informally with secondary schools for all pupils and ensures all pupils undertake orientation visits prior to transfer. These can be supplemented with further individual visits supported by a TA if necessary. School has brought forward reviews to ensure all agencies (including high schools) can be present and agreed to hold extra reviews just before transition to high school, to ensure a smooth transition. The early review allows for forward planning of the transition process. These strategies greatly helped provide a smooth transition to high school for our pupils.

Extra-Curricular Activities

What the school provides:

School provides a range of extra-curricular activities, and SEN children and those with disabilities are included wherever possible. Adaptations to our programme would be considered if the need arose.

All pupils have access to free football and other sporting lessons, and the providers of these ensure inclusivity. In addition, music, cooking and other activities throughout the school year are provided for a nominal fee. Some of these take place at lunchtimes, many after the formal end of the school day.

Paid before and after school care is also available.