



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools , Special Schools  
and Academies

Name of School: Carnforth Community Primary  
School

School Number: 01044

<b>School/Academy Name and Address</b>	<b>Carnforth Community Primary school</b> North Road Carnforth Lancashire, LA5 9LQ		<b>Telephone Number</b>	01524 732435
			<b>Website Address</b>	<a href="https://www.carnforthprimary.lancs.sch.uk/">https://www.carnforthprimary.lancs.sch.uk/</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEND?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>  Our SEN Unit specialises in Autism and speech, Language and Communication	
	x			
<b>What age range of pupils does the school cater for?</b>	4-11 years			
<b>Name and contact details of your school's SENDCO</b>	Miss Megan Rae <a href="mailto:SENCO@carnforthprimary.lancs.sch.uk">SENCO@carnforthprimary.lancs.sch.uk</a>			

<b>Name of Person responsible for updating our Local Offer</b>	Miss M Rae SENDCo		
<b>Contact telephone number</b>	01524 732435	<b>Email</b>	<a href="mailto:SENCO@carnforthprimary.lancs.sch.uk">SENCO@carnforthprimary.lancs.sch.uk</a>

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="https://www.carnforthprimary.lancs.sch.uk/inclusion-send/">https://www.carnforthprimary.lancs.sch.uk/inclusion-send/</a>		
<b>Name</b>	<b>Carnforth Community Primary School</b>	<b>Date</b>	17.09.2024

Please return the completed form by email to:  
[IDSS.SENDDReforms@lancashire.gov.uk](mailto:IDSS.SENDDReforms@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 information is 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 (e.g.; ancillary aids or assistive technology?)

### What the school provides

- The school building is 100 years old and built over two levels.
- Fully rewired in Summer 2020.
- A designated disabled parking bay is located at the main entrance.
- Disabled access to school is via access ramps found in the playground.
- Entrances are signposted as disabled access.
- Most doors and all corridors in school accommodate a standard size wheelchair.
- Toilet facilities are located on the lower level of the building.
- The medical room has a disabled toilet, hospital bed and other medical equipment.
- Ceilings in EYFS and Year 1 classrooms have been lowered to improve acoustics.
- Blinds are provided in all classes to improve the visual environment.
- All key and statutory information is available on the school website.
- Labels, class signs and when appropriate instructions are presented pictorially to support children accessing resources or to enable them to follow routines.
- Computers and interactive whiteboards are installed in every classroom.
- Furniture is of a suitable height which is appropriate to the age group of children being taught.
- The level of specialist provision for our pupils is determined by their individual learning, emotional, behavioural or physical need. We have experience of liaising with outside agencies for pupils with MLD, ASD, HI, and EBD. Other pupils on our SEND register receive a variety of IEP support and/or intervention programmes to ensure access to the whole curriculum.
- Whole school approach to supporting children with dyslexia, ASC/ADHD and processing difficulties.
- TOE BY TOE, Stairway to Spelling and the Lancashire Reading Partnership Scheme programmes are used to support children with a specific reading or spelling need.
- Alternative teaching programme, PAT Phonics, is used for those children who have not made progress with the multisensory, systematic approach to teaching phonics.
- Regulation stations within every classroom and communal space.
- Visual timetables provided in all classrooms
- Focus tools provided in all classrooms, including movement break cards, fidget tools, wobble cushions, ear defenders, flexi bands.

- Display boards are kept a natural colour to avoid over stimulating environments and to make the focus on what is on the display board.

### **What the SEND Unit provides**

#### **All of the above +:**

- Self-contained classrooms, including:
  - Toilets and cloakrooms within both classrooms.
  - Ramp access to both classrooms.
  - Nearby carpark for taxi drop-offs.
  - External access to both classrooms to support drop off and pick up.
  - Enclosed outdoor access specific for each classroom.
  - Storage.
- Flexible seating.
- Sensory processing provision.
- Kitchen area shared between both classrooms to provide snacks, cooking and baking opportunities, self-care and independence skills.
- Individual visual timetables.
- Home / School contracts in place to support children with home / school transition.
- Minimal furnishings within the room to give a calmer, spacious areas.
- Natural colourings used within furniture and displays where possible.
- Only specific resources are on show to avoid distraction and overwhelm.

### **Teaching and Learning**

- What arrangements do you have to identify and assess children with SEND?
- 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 SEND and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEND and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEND?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEND 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

- Early identification of special educational or medical needs.
  - A 'graduated response' for identifying and supporting children with additional needs. This appendix can be found on our website and also in our SEND information report.
  - School works closely with agencies to ensure that SEND support is in place prior to transition from feeder nursery/ pre-school settings.
  - EYFS baseline and on-going assessments take place in Reception. Data is used to identify strengths, drive progress, identify additional needs and set targets.
  - Summative and formative assessment procedures are used throughout school. Data is analysed in termly cohort maps, this enables staff to monitor progress, identify pupils requiring intervention and set targets.
  - All SEND provision (from 'SEN Support' to those with an Education, Health and Care plan) is detailed on the SEND register and in the schools SEND provision map.
  - Other assessment tools (e.g. PIVATS; BPVS; WRAT) are undertaken by the SENCO / HT.
  - HT is qualified specialist teacher for Specific Learning Difficulties, SpLD.
  - IDSS and Educational Psychology support is commissioned for any SEND specific assessments e.g. BPVS, CAS and specific dyslexia and dyscalculia screening tests.
  - School accesses termly LCC Educational Psychology network.
  - Class teacher and SENDCo work with families at the earliest point of identified need.
  - Each class benefits from a teaching assistant whose work supports the needs of all children including those with additional needs.
  - Additional small group intervention/ 1-1 support are provided when required to meet the additional needs of individuals or cohorts.
  - Class teachers liaise with parents termly to evaluate Individual Education Plans (IEP's) for pupils with SEND.
  - SENDCo supports families e.g. TAF meetings, works directly with other agencies and professionals and co-ordinates SEND provision throughout school.
  - SENDCo attends termly SEND update and training and Educational Psychology cluster meetings.
  - Links with the 'Mental Health Champion Network' each term.
  - SENCo has time each week to work with children that require further support or specific interventions.
  - CAHMS support for children and families accessed where appropriate.
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- Staff have experience working with a range of additional needs e.g. hearing impairment, specific learning difficulties and English as an additional language.
  - SEND training is provided in a variety of ways and via a range of providers such as LCC, Inclusion Hub, Specialist teachers, staff meetings and INSET training.
  - School works closely with and organises training through Inclusion Hub
  - SEND work is closely overseen by the Head teacher.
  - School works proactively with other agencies to assist the provision of pupils with MLD, SPLD, HI, ASD and EBD. We also receive advice from the school SENDO, Stepping Stones Short Stay School as well as the School Nurse, Educational Psychologists, Speech and Language team and Occupational Therapists.
  - We ensure that assessment procedures do not impede the performance of pupils with special educational and /or medical needs. When sitting examinations children with SEND are supported in a variety of ways according to their needs (in line with statutory guidelines) e.g. additional time, rest breaks, use of a reader or scribe etc.
  - SEND provision map provides a breakdown of SEND support throughout the school.

### **What the SEND Unit provides**

#### **All of the above +:**

- Individualised curriculum.
- EP / Specialist teacher input.
- Workstations to avoid distractions
- Task boxes to develop independence.
- iPads available for individuals with apps specific to them.
- EHCP targets inform curriculum and planning.
- Rigorous assessment of small step progress to inform planning and progress made.
- 1:1 support for learning tasks.
- Practical, hands on provision-based approach to learning.
- Social and communication specific focus.
- Speech and Language Therapist input.

### **Reviewing and Evaluating Outcomes**

- What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEND support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEND and Disability?

### **What the school provides**

- Annual review meetings are held for all children with an Education, Health and Care plan (EHCP).
- Annual review meetings are conducted by the school SENDCo.
- Parents and where appropriate children are invited to attend review meetings. Where it is not deemed appropriate or possible for pupils to attend the meeting, their voice will be captured and shared in other ways.
- Key school staff e.g. Class teacher / TA and any other agencies/ professionals supporting a pupil are involved in annual reviews e.g. invited to attend and / or asked to submit a report.
- SENDCo ensures all documentation etc is distributed in advance of the meeting.
- All documentation is shared, the outcomes evaluated and conclusions of the meeting recorded.
- Pupils on the SEND register have a personalised profile evidencing their IEP, the additional support they receive and progress against the targets on their IEP.
- 'One Page Profiles' are completed for children with an EHCP.
- All children with SEND needs have a provision map identifying strengths, areas for development, individual and group provision.
- Pupils identified at 'SEN Support' or those with an EHCP have an Individual Education Plan (IEP) which is reviewed at least termly.
- Where appropriate pupils on the SEND register are assessed termly using the PIVATS assessment system.
- The SENDCo reviews SEN profiles termly and monitors progress against IEP targets and PIVATS assessments.
- SENDCo / Headteacher review the progress of pupils throughout the year and in pupil progress meetings each term.

- Children participating in intervention programmes are assessed at the beginning of the programme to identify a benchmark and again at the end to measure the progress made and evaluate the impact of the support provided.
- Pastoral logs are monitored to identify pupils displaying emotional behavioural difficulties and manage such need accordingly.
- The HT and Bursar supports pupils who have attendance issues, and signposts parents to a range of different agencies/ outreach support.
- Assessments and progress are reported to parents via termly report cards and end of year reports.
- SENDCo and SEND governor meet and/or report a minimum of annually.
- Termly cohort meetings allow governors, SLT and Class teachers to monitor cohort progress, curriculum impact, evaluate the effectiveness of intervention, and SEND support, AGT provision and the impact of pupil premium.

#### **What the SEND Unit provides**

##### **All of the above +:**

- Termly meetings with parents to discuss EHCP and progress.
- Rigorous assessment of small step progress to inform planning and progress made.
- Pupil voice.
- Sensory audits.

#### **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**

- Risk assessments are carried out by the SENDCo where appropriate for SEND pupils or SEND related provision.
- Class teachers /EVC write risk assessments for class-based trips and provision.
- Generic whole-school Risk Assessments are carried out by SLT e.g. for pupils travelling to and from Carnforth High School swimming baths and Carnforth Community Library.
- Subject specific risk assessments are carried out by designated subject leaders.
- Staff complete the risk assessments for any educational visits or off-site activities using Lancashire Evolve. These are overseen and approved by the Headteacher or the EVC co-ordinator Mrs Gleave.
- At the start of the day, parents are invited to drop children off from 8:30am to allow children to settle into school, organise themselves and access a range of early start activities before registration begins at 8:45am.
- At the end of the day children are accompanied to designated exits where they wait with their teacher until dismissed directly to parents. Reception and Year 1 are collected from the North Road gate. Years 2-6 are dismissed from the playground.
- Pupils from year 4 upwards (only with permission from parents) are allowed to travel home unaccompanied.

- When permitted, children attending after school clubs inform school of collection arrangements via the club permission letter e.g. child will be collected/ attend afterschool club/ walk home.
- During morning and afternoon break there is always a minimum of a teacher and teaching assistant on duty depending on the number of children outside.
- At lunchtime a team of Teaching Assistants and SLT oversee the safety of the pupils.
- First aid provision is accessed via the outdoor first aid station or the medical room during breaktimes.
- Paediatric first aid training, health and safety at work training as well as all other health and safety requirements are in place.
- Guidelines on appropriate supervision levels for school trips are always followed and monitored by the EVC.
- All on site outdoor activities meet safeguarding requirements with the grounds secured by railings and locked gates.
- Parents have access to policies such as the anti-bullying policy via the school website or on request from the school office.

**What the SEND Unit provides****All of the above +:**

- All children will have an individual risk assessment, created by the SENDCo with class teacher, TAs and parents where appropriate.
- Nearby carpark for taxi drop-offs.
- External access to both classrooms to support drop off and pick up.
- A separate space from the rest of school will be provided for lunchtimes.
- A minimum of 2 adults will be available at lunchtime per class.
- Breaktimes may be separate from the rest of school or at a different time of the day if needed.

**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 is aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff is 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**

- The school's policy states that children requiring short term courses of medication e.g. antibiotics must have this administered by the parent /carer.
- When a pupil has a particular health care need or on-going medication requirement, school works with families to agree a care plan which identifies the arrangements of the pupil's medication/care. This is usually completed in conjunction with parents, pupils and the school nurse.
- HT oversee the implementation of the care plan.
- Medication is kept in a secure locker or if required in the fridge in the staffroom – the room is secured by a key-fob system.
- Documentation is kept to evidence the implementation of care plans.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff know what action to take in the event of an emergency.
- All staff are First Aid and/or defibrillator trained, specific staff in school are paediatric first aid trained.
- Defibrillator is kept onsite for use in school and the local community.
- First aid equipment is stored in boxes throughout the school.
- School has a medical room with a disabled toilet and hospital bed.
- Health and safety in the work place training is completed.
- In case of a medical emergency a first aider or member of SLT will make the decision whether to notify parents and / or seek medical help e.g. arrange for a paramedic / ambulance to attend.
- Zones of Regulation Curriculum is taught and used across school in each year group to support emotional wellbeing and understanding.

- All incidents are documented in the incident book and reported to governors.
- Individual SEND/ health needs will sometimes necessitate specialist training for whole school / teaching staff which will be organised by the Headteacher / SENDCo and delivered by specialist trainers such as NHS, school nurse, speech and language, CAHMS or an educational psychologist.
- School can provide sensory diets for children who have additional sensory needs.
- The School Nurse offers support to school and provides scheduled drop in surgeries.
- School, where appropriate, signposts, accesses or refers to other specialists such as Speech and Language Therapy, Occupational Therapy, Physiotherapy and Audiology. These services also make school visits and attend TAF meetings when it is appropriate.

### **What the SEND Unit provides**

#### **All of the above +:**

- Incident / accident book kept per class.
- First aid equipment in both classes, plus access to the school medical room if needed.
- Health and wellbeing taught carefully and individually, where needed, to ensure understanding of how children can keep themselves healthy and look after their wellbeing.

### **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 (e.g. 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 their role.
- Staff dismiss children to parents / carers at the end of the day.
- Annual induction event for new starters.
- Appointments to meet with teaching staff can be made for the end of the school day.

Typically school offers:

- Meet the teacher parent’s evenings are held in the autumn term.
- Progress parent’s evenings are held in the spring term.
- Drop in parent’s evenings are scheduled for the summer term.

Parents are kept updated about their child’s progress by:

- Termly IEP’s/ IBP’s for children identified with additional needs.
- Termly report cards for all children.
- Annual end of year report.
- For parents with children on the SEND register, teachers offer termly SEND/IEP review meetings.
- Appointments can be made for meetings with the Headteacher and SENDCo
- Team around the family (TAF) meetings held as appropriate.
- Front of house staff include, the School Administrator -Mrs Marriner who is available each day.
- Viewings / school tours hosted by the Headteacher.
- There is at least one annual Open Day for prospective parents
- Regular newsletters are sent home.

- School uses Class Dojo as a means of communicating with families.
- Parents are invited to attend class assemblies or workshops/showcases – scheduled throughout the year.

- Special events hosted e.g. Nativity performance; Presentations; Carol Service; various fundraising events and Sports Day.
- SENDCo letter and feedback slip is issued with new IEP's by Senco termly.
- End of year reports request parental feedback.
- The school website allows parents the facility to contact the Headteacher via e-mail.

### **What the SEND Unit provides**

#### **All of the above +:**

- Transition booklet is given to each child as part of the transition process with photos of staff, the classroom and other areas of school.
- Daily communication between home and school, as set out in the home / school contract.
- Parents are invited into school to look around before their child starts.
- Parents can help settle children into class if needed.
- An open-door policy is in place in most instances or longer meeting times may be booked in, in advance.
- Termly meetings with parents to discuss EHCP and progress.

### **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 SEND and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEND and their families?

**What the school provides:**

- Pupil voice plays an important role at our school and is encouraged through:
  - The School Council who organise local events, raise money for charities and deliver the wishes of the pupil voice to staff, governors and friends of the school.
  - Pupil sub councils e.g. Sport's council.
  - Pupils can also make comments during class circle time and PSHE - Pupil Attitude Questionnaire.
  
- Parents can have their say via:
  - Volunteering in school / class
  - Attending school events
  - Drop in sessions
  - Meetings with class teachers and parents evenings
  - Meetings with Headteacher or SENDCO - IEP / SEND and annual EHCP reviews
  - Informal contact via email, dojo or the school office.
  - Parents can get involved with parent association e.g. Friends committee
  - Parent Governor
  - Parent Questionnaires
  
- The Governing Body and other agencies are involved in school life through:
  - Termly Governor reporting
  - Governors and HT allocate SENDCO with some non-teaching time and funds for buying in traded services such as specialist teacher support, educational psychology and counselling services.
  - Access to school nurse service
  - Speech and language therapy
  - Occupational therapy

- Home school agreements are in place to support all children including those with SEND.
- All pupils set and agree school and class codes of conduct.

**What the SEND Unit provides****All of the above +:**

- Pupil Voice is given termly for one-page profiles.
- Home / school contracts are in place, to support fluid information sharing, progress and achievements.

**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**

- School values the partnership with families and will support them to meet the needs of a pupil wherever possible, this includes providing help and support with completing paperwork.
- The SENCo, Bursar and Headteacher are available to support families, attend meetings and help with paperwork.
- The Class Teacher can also offer help with forms if this is appropriate e.g.) CAFs.
- The school notice boards display specific information signposting relevant support agencies / events and local groups.
- SENDCo can signpost parents to any additional support that can be accessed through school e.g. Speech and Language drop in clinics, school nurse surgeries, referrals to other agencies, available parenting programmes
- If a pupil required a travel plan to get their child to and from school this would be dealt with by Headteacher.

#### **What the SEND Unit provides**

##### **All of the above +:**

- SEND advice and guidance is shared with parents when it becomes available from local groups or charities.
- Specialist teachers may work with families where appropriate.
- Parent workshops will be held to support key learning, communication or social skills.

### **Transition to Secondary School**

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

#### **What the school provides**

- Local pre-school and nursery children are invited to attend specific events and activity sessions at our school e.g. stay and plays.
- Children starting in Reception, have a phased transition, allowing them to have part time experiences of the morning, lunch and afternoon sessions.
- All children benefit from transition days, towards the end of the summer term. This is where pupils visit their new class and are taught by their next class teacher.
- Visiting secondary schools/ attending high school open day events / following virtual tours etc is strongly encouraged.
- Each year, Year 6 pupils visit their forthcoming high school for taster sessions.
- Induction visits.

- Secondary teachers from the local schools visit our school to work with the Year 6 transition cohorts.
- Events held at local secondary schools are attended by our pupils.
- Transition for some pupils with specific needs will require additional visits or a specialised transition programme.
- Members of secondary staff are invited to SEND transition meetings.

### **What the SEND Unit provides**

#### **All of the above +:**

- Annual reviews will be held in Year 5 to determine the type of placement a child needs for secondary school.
- The LA will be involved with placing children into an appropriate setting.
- School can support with appealing decisions made by the LA.
- Once a placement has been allocated lots of visits to the secondary school will be arranged.
- Transition work will be done throughout the whole of year 6 to support new skill development.

### **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**

- School offers a before and after school club Monday - Friday:
  - Morning session: 07:30-08:30am (includes breakfast)
  - Early bird afternoon session: 15:00-16:30pm (includes snack)
  - Full afternoon session: 15:00-17:30pm (includes snack)
- School offers a wide range of extra-curricular sporting activities e.g. football, cricket, rounders, netball, cross country. A number of clubs have also been delivered by teaching staff e.g. choir, drama club, cookery club, craft club, computer code club and maths/ puzzle club.
- Clubs are charge at £1 per session to cover consumables; or at a subsidised rate if lead by external providers.
- Clubs are open and available to all pupils in the designated age range. Places are allocated on a first come first served basis.
- Respect for each other and self is at the core of all our teaching.
- Interventions such as Lego Therapy support children SEMH needs and actively teach strategies to solve problems, work alongside others, work as a team and developing effective and rewarding relationships. This is also maximised throughout the curriculum. We have high expectations of our pupils where modelling respect and friendly conduct is paramount.
- Specific social group activities and time with the class TA or SENCo takes place for children who find social interactions a challenge.

**What the SEND Unit provides:**

**All of the above +:**

- An additional adult may be placed within extra-curricular clubs to support children where needed.
- Social activities, support and strategies are taught discreetly and regularly throughout each individual's curriculum.
- Social activities and games are set up daily, supported by adults to help with social skills and problem solving.
- Children are given opportunities to work with children from different classes and ages to develop social skills in a variety of situations and with a variety of people.