



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Elm Tree Primary School

School Number: 08138

School Name and Address	Elm Tree Community Primary School, Elmers Wood Road, Elmers Green, Skelmersdale, Lancashire, WN8 6SA		Telephone Number	01695 50924
			Website Address	www.elmtree.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: Elm Tree Primary School is a Special School dedicated to meeting the needs of children with Behaviour, Emotional, Social Difficulties aged 5 – 11 years old. A high proportion of our pupils have additional needs including Autism, ADHD, SpLD and MLD.	
		✓		
What age range of pupils does the school cater for?	Elm Tree Primary School caters for children aged between 5 – 11 years old.			
Name and contact details of your school's SENCO	Mr David Lamb, c/o Elm Tree Community Primary School 01695 50924			

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	Mr David Lamb – Headteacher		
Contact telephone number	01695 50924	Email	head@elmtree.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	www.elmtree.lancs.sch.uk		
Name	Elm Tree Community Primary	Date	30/05/2014

Please return the completed form by email to:

IDSS.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:

The school was purpose built in 2008 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all 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 the school has a disabled toilet for wheelchair users. 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.

The school has a range of ICT programmes for pupils in addition to IPADs, headphones, netbooks, computers and interactive whiteboards installed in every classroom.

School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for individual school circumstances. These can be accessed via the website or alternatively from the school office. Information can be made available on request in different formats including, where necessary, other language

formats. For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. School aims to ensure all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate.

Individual pupils accessibility requirements or needs will determine how lessons are differentiated or activities are presented and the resources required supporting full inclusion for all our children.

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:

All pupils are admitted to school with a statement of special educational needs (educational, health and care plan). LCC assessment criteria determines the 'banding' of individual students based upon identified needs linked to specific criteria. School will use an annual process to review this and where appropriate provide evidence and recommend changes to this 'band'. This links directly to the funding mechanism (Weighted Pupil Number) for each individual student and subsequently the budget available to school.

The school operates a personalised approach to each individual student by establishing individual educational plans with specific targets set that are reviewed on a termly basis.

A primary mainstream school model is followed in terms of curriculum across the key stages. (More information can be found on the schools website or via the school's prospectus available from the school office). The curriculum is reviewed every year to ensure it is meeting statutory requirements and the needs of the cohorts of students at each Key Stage. All subjects are delivered in ability and age based; differentiated to meet the individual needs of all the children within the class group.

All children follow national curriculum subjects. All pupils are tested at the end of Key Stage 1 and Key Stage 2 (Year 6 SATS). When sitting examinations children at Elm Tree can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration; all this being dependent on individual needs.

Reporting progress takes place formally on a termly basis, at parents meetings and via an annual report at the end of the school year. On a termly basis Individual educational plan

targets are reviewed and evaluated and new targets set and these are reported to parents and carers. Some pupils have a communication diary to allow for daily or weekly reporting to take place as required.

Please refer to the schools 'Provision Map' for greater detail - available on the schools website or in the school prospectus via the school office.

School provides qualified experienced staff who have expertise in working closely with children who present a wide range of difficulties and disabilities. Each class group's learning is led by a teacher and supported by an appropriate number of teaching assistants reflecting the individual needs and abilities of the group. Where appropriate individual 1:1 support is offered to allow access to a specific activity or lesson.

All staff undergo regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEN; subject specialisms and other aspects of school e.g. safeguarding and behaviour management.

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. IEPs are produced half termly depending on the circumstance and pupil and 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.

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 has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school. These include risk

assessments associated with premises and grounds, subject specific, individual students and educational visits. They are responsibility of the Headteacher (or other appropriate personnel such as educational visits co-ordinator) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), parents and carers wherever appropriate. They are reviewed within appropriate timescales.

Elm Tree Primary School operates its own independent transport system; and employs drivers and Home – School Liaison Officers (HLSO). The school has a transport drop off and collection plan that highlights where minibuses, taxis the HLSO's and parents should drop off and collect students at the start and end of the day. School staff meet and collect individuals at the start of the day and escort to collection points at the end of the day wherever required.

Teaching assistants who work closely with students support at breaktimes and lunchtimes with many leading a 'lunchtime club' or activity. Trained teaching assistants also follow a lunchtime rota to support individuals who require supported or assisted feeding arrangements. Additional welfare staff assist over the lunchtime period.

All policies, guidance and procedures relating to Safeguarding, child protection, security, safety and support including behaviour policies, positive handling and anti-bullying are available on the school website or via the school office.

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 in a medicine sheet along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. 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, Asthma and Epilepsy 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. Elm Tree has 3 members of staff qualified in a 3 Day First Aid Certificate.

School has access to speech and language, therapy, physiotherapy and occupational therapy. These services are provided by health. The priorities of young people are determined by referral, and on an individual case by case basis. Provision in school is based upon need and caseload. Therapists will provide individual therapy, group therapy or therapy programmes dependent upon assessed need. These can be delivered by a therapist, therapy assistant or school staff. School has provided a Teaching assistant to act as support and liaison with the Speech and Language service to offer further support to those students requiring SALT provision in school.

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

A full staffing structure of the school is available via the website or within the school prospectus.

Individual communication diaries offer named contacts for students and the details relating to contacting them. Staff are very flexible in contact with parent/ carers; should they not be available they will return calls as soon as possible.

Parents and Carers are welcome into school. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.

Elm Tree hosts 3 ‘Open Days’ throughout the year; this is a celebration of the pupils’ achievements and brings parents and carers together.

All students and their families prior to admission are encouraged to have had a ‘Without Prejudice Visit to view the school and gain information. All September admissions will have had transition visits in the term before the Summer holiday to become familiar with staff, other peers and their environment. Those joining mid-year are also offered the opportunity for transition visits if appropriate to aid the transition process from one school to another.

School seeks parents views and feedback anecdotally, via communication diaries, through annual questionnaires, annual review parent advices and signpost to the OFSTED parent view website.

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

Elm Tree Primary School has a School Council with representation from each class voted for

by the students in that class. The council meets once every half term and is facilitated by a member of senior staff.

Pupils complete a questionnaire about aspects of school life annually and where required can advocate for each other or work together in small groups to complete.

Pupils actively participate in the annual review process.

Parents are consulted at annual review, parents evening and via questionnaires. As well as informal discussions whenever they may contact school.

Parents hold places on the Governing Body of the school..

The school acts as a central point to hold parent meetings and the school hold its own parent engagement meetings facilitated by the member of staff responsible for parent and family liaison.

The school works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc in order to support an individual student as required.

There is a home school agreement in place.

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

If the school is asked admin support staff will aid families in completing paperwork or direct it too the most appropriate person to help and support. Parents can simply ask for that help.

There is a person in school responsible for information advice and guidance, however all teaching staff, heads of department and senior staff are able to offer information, advice and guidance to parents throughout their time in school, in particular at times of transition.

School has a staff member with responsibility for parent/family liaison and they can offer or signpost support and advice to parents/carers and family.

Elm Tree operates its own transport arrangements for those pupils eligible for home to school travel.

Transition to Secondary School

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

What the school provides

Once a Secondary School has been identified we offer a transition process throughout the summer term. We encourage pupils to attend transitions half days across a four/five week period where they can meet other pupils joining us, the staff they will work with and become familiar with the surroundings. For some young people a more personalised approach may be required and this can be set up by negotiation.

Information advice and guidance opportunities take place at key points throughout the year including annual reviews.

School is supported in the transition process by LCC transitions team.

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

Every day there is a wide range of lunchtime club options and children are encouraged and supported to make appropriate choices of what they would like to attend. The clubs are either run or fully supported by staff familiar to the pupils.

We aim to run at least one residential experience per department each year and these have ranged from fully inclusive activity holidays in the Lakes to London.

A number of 'one off' trips or visits take place out of school hours across the school year e.g. to theatres, cinemas, illuminations etc.

School has a charging and remissions policy, which seeks contributions for payments from parents, though all trips and residential activities are heavily subsidised through school or via fund raising.

All activities, trips follow the ethos of the school and are inclusive by nature or alternative opportunities are put in place that offer an equivalent experience.