



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Weeton Primary

School Number: 04043

## 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 [IDSS.SENDEforms@lancashire.gov.uk](mailto:IDSS.SENDEforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>Weeton Primary School</b>		<b>Telephone Number</b>	<b>01253 836284</b>
	<b>Minden Road</b>		<b>Website Address</b>	<b>www.weeton.lancs.sch.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
		✓		
<b>What age range of pupils does the school cater for?</b>	<b>4 – 11</b>			

<b>Name and contact details of your school's SENCO</b>	<b>Aimee Holding</b> <b>Telephone: 01253 836284</b> <b>Email: <a href="mailto:senco@weeton.lancs.sch.uk">senco@weeton.lancs.sch.uk</a></b>
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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.

<b>Name of Person/Job Title</b>	<b>Aimee Holding</b>		
<b>Contact telephone number</b>	<b>01253 836284</b>	<b>Email</b>	<b><a href="mailto:senco@weeton.lancs.sch.uk">senco@weeton.lancs.sch.uk</a></b>

## 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.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<b><u><a href="http://www.weeton.lancs.sch.uk">http://www.weeton.lancs.sch.uk</a></u></b>		
<b>Name</b>	<b>Anthony Goth</b>	<b>Date</b>	<b>September 2024</b>

Please return the completed form by email to:  
[IDSS.SENDEforms@lancashire.gov.uk](mailto:IDSS.SENDEforms@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 is situated on one level. There are two disabled toilets available, one with a shower. Parking is available next to, and across the road from the school. There are two disabled bays within the school grounds.
- Information about the school, including the prospectus and policies, are available on the school website.
- The school has a SEND information report, policy and pathway available for parents of children with additional needs, which outlines the type of support families can expect, this is available on the school website.
- The school employs a Family Learning Mentor who works within school, and with other agencies, to help children and families with any additional needs.
- The school operates an 'open door' policy where families are encouraged to come into school to discuss any additional needs with staff.
- The school accesses external support agencies and specialists as needed to best support children.
- School has a sensory room with an outdoor area for children to access to meet their sensory needs.

## 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 adopts a graduated approach to identifying special educational needs and/or disabilities (SEND) and parents and children are involved at every stage. We start by monitoring your child's progress; collecting information about their progress and sharing any concerns.
- Class teachers will monitor any children where there are concerns and will implement a range of strategies within quality first teaching. Detailed information about our graduated approach can be found in the SEND policy and pathway on our school website.
- The school has average class sizes and employs a full time teaching assistant in each class.
- The school also has a part time SEND HLTA/FLM who works in the Rainbow Room supporting children and families with additional needs from across the school on a one to one and small group basis.
- School buy in support from Lyndon Day Educational Consultancy. Lyndon is a specialist SEND teacher who comes to school regularly and provides support for pupils with SEND, carries out assessments, attends review meetings and/or provides advice or training for staff.
- SEND training is available for staff throughout the year. The senior leadership team identify areas for development according to the needs to staff and pupils. Support staff and teachers are able to access support and advice from the SENCO and from the SEND HLTA.
- School offer a range of SEN provision in line with what children need e.g. popup sensory spaces, daily sensory circuit groups, 1 o'clock lunchtime clubs.
- Children with additional needs are allowed additional time during assessments or are able to complete the tests in smaller group or one to one situations as appropriate. Assessments are tailored appropriate to a child's needs.

- At the end of KS2 those children who require additional support during SATS will have been identified by the Spring term and the appropriate applications are made to ensure they receive the support they need .
- Provision mapping is used in school as a tool to audit all children's needs and to plan systematically how best to make the provisions that will be required to meet these identified needs. The provision map is reviewed regularly and is used to identify adjustments and interventions required to meet the individual's needs.

## 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

- If your child has an Education, Health and Care plan (EHCP) then they will have an annual review meeting where their progress towards the outcomes in their plan are reviewed formally with all professionals involved in supporting your child. Annual review meetings can be held earlier than every 12 months if there is a change in need or situation.
- If your child is supported at the SEN support level within school and begins to display more complex needs and needs more support to overcome barriers to learning a request for an Education, Health and Care Needs assessment (EHCNA) may be submitted to the local authority. The local authority will then decide whether to assess your child's needs for a possible EHCP.
- Parents and children are involved in the assessment along with other professionals from external agencies as necessary (more detailed information on this process can be found in our SEND information report and SEND policy and pathway on the school website).
- A whole school provision map is used to audit and evaluate the SEND provision across school. It is then used to plan how best to make the provisions that will be required to meet these identified needs.
- School are always evaluating the effectiveness of the SEND provision across school through SLT meetings, staff meetings, parent meetings, analysis of progress data and feedback from children and parents.

## 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 in place for school activities. Any out of school trips are risk assessed according with local authority guidance.
- Parents can drop their children off at school from 8.40am. Each class begins the day with a morning activity and children can arrive at school within a five minute window, from 8.40am – 8.45am.
- KS1 children are to be collected and KS2 children are allowed to walk home (if they live on camp) unless otherwise specified by parents. Those children who live off camp are collected by parents. The school day finishes at 3.15pm.
- Parking outside the school grounds is available for drop off and collection and there are two disabled bays within the school grounds.
- At Weeton Primary School we celebrate the children's successes and provide them with positive learning experiences. We are committed to developing the whole child and place a child's social and emotional wellbeing at the heart of what we do.
- The school has an anti-bullying policy which is available on the school website.

## **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**

- If your child needs medication, parents are required to complete a medical form stating the type of medication and the dose. A record of any medication administered in school is sent home to parents (more details available in the medical needs policy on the school website).
- Healthcare plans are written in consultation with medical staff or other relevant specialists alongside school, parents and the child. Other agencies will also be involved depending on the child's needs. The Care Plan is shared with all staff.
- In a medical emergency school would ring 999, then contact the parents. School ensure that support staff are able to maintain up to date first aid certificates with most teaching assistants and welfare staff also being trained in paediatric first aid.

- The school has links with a wide range of external agencies. Within school we support families to access support from the school nurse, speech and language therapy service, Lyndon Day Educational Consultancy, Health and Wellbeing practitioner, local children and family wellbeing team, CaMHS and the newly formed family hubs.



## 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

- Details of all staff, their roles and contact details can be found on the school website and in the entrance hall at school. Additional details are included in the newsletter.
- The school has an ‘open door’ policy where parents are welcome to contact staff to discuss their child’s needs. Alternatively, parents can make an appointment to meet with the relevant staff if this is more appropriate.
- Parents evenings are offered in October, February and July each year. Staff are also available at other times of year to meet new families as needed.
- Children receive one school report each year in July. However, if your child leaves the school at another time of year their teacher will write a transfer report and their records will be sent to their new school.
- Children with additional needs or SEND will meet with the class teacher and/or SENCO more regularly as needed.

## 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

- Parents are invited to parents evenings and are given the opportunity to complete parent questionnaires each year to provide school with feedback on their child’s education. School also direct parents to the parent view system available online on the Ofsted website.
- There are a wide range of opportunities for parents to be involved in school life including class assemblies each term, Christmas fairs, celebration days and annual celebration assemblies. School also offer stay and play sessions in

Reception as an opportunity to learn how to support children at home in their early learning.

- The SEND governor meets at least annually with the SENCO for a one to one meeting and attends all governor meetings throughout the year. The SENCO provides regular updates for each governor meeting as needed.
- Parents are able to express an interest in becoming a member of the governing body and vacancies are advertised in the school newsletter. Nominations are welcome from all parents.
- Home-school agreements may be put in place to help develop a shared approach to supporting a child's needs across home and school.

### **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 SENCO, FLM and class teachers offer parents support to complete paperwork.
- Information, advice and guidance can be provided for parents by the SENCO or FLM and they will also be able to signpost you to other agencies for support if necessary.
- School can support parents with travel plans if needed in consultation with the LCC SEND team.

## Transition to Secondary School

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

### What the school provides

- For children starting Reception, the class teacher will visit all feeder nurseries in the summer term to meet the children and discuss any additional needs with the nursery.
- For children with SEND, there will also be a transition meeting with the SENCO, class teacher, parents and nursery. At this meeting, documents and evidence of support at nursery will be shared so that school can form a transition plan suitable to a child's needs and set targets accordingly.
- At playtimes children in Year 5 and Year 6 take on the role of playtime buddies to support KS1 children with a particular focus on Reception children in the autumn term.
- For children with SEND who move to Weeton at another time in the primary phase of education, school will host a transition meeting with parents, SENCO, class teacher and the child, as appropriate. School will adopt strategies that have previously worked at a previous school/s and will allow a settling in period for the child before commencing any new assessments needed.
- Each year the children in Year 6 visit their secondary school for a taster day.
- A member of staff from the secondary school will also come to visit Year 6 pupils in school.
- Transition programmes are in place to support children with SEND in their transition to secondary school. These may include additional visits to a new school and meetings are held with parents, children, schools and other professionals to discuss any concerns prior to a transition.
- Special consideration will be given for children who are taking national tests or examinations on an individual basis.
- For children with EHCPs, the SENCO from the receiving secondary school will be invited to a transition review. Where necessary, additional arrangements are put in place to ensure a successful transition to secondary school.

## 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 offer a Breakfast and After School Club. Breakfast Club starts at 7.45am until the start of the school day and the After School Club starts at 3.15pm until

5.30pm. Currently, there is no after school club on a Friday. Details of cost and available spaces can be found at the school office.

- Extra-curricular activities are available after school and during lunchtimes. Teaching staff and professional coaches run clubs. Most clubs are available free of charge. Parents need to sign a permission slip for their child to attend. Clubs change termly in order to provide a wide range of opportunities.
- All clubs are open to all children and staff actively encourage children to participate in new activities.
- Our school ethos centres around our 'school family'. Some of the ways we encourage children to make friends are through:
  - Regular circle time
  - PSHE lessons
  - Collective Assemblies
  - Social Skills Groups and social stories
  - Listening Box
  - Access to our Family Learning Mentor