



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Penwortham Middleforth C of E Primary School

School Number: 07040

School/Academy Name and Address	Middleforth CE Primary School Hill Rd South Penwortham Preston PR1 9YE	Telephone Number	01772 746024
		Website Address	www.middleforth.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	
	X		
What age range of pupils does the school cater for?	4 - 11		
Name and contact details of your school's SENCO	Mrs Nichola Allton Assistant Headteacher/SENCo senco@middleforth.lancs.sch.uk		

Name of Person	Mrs Nicola Pilkington		
Job Title	Headteacher		
Contact telephone number	01772 746024	Email	head@middleforth.lancs.sch.uk

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.middleforth.lancs.sch.uk		
Name	Mrs N Pilkington	Date	17.10.2022

Please return the completed form by email to:
IDSS.SENReforms@lancashire.gov.uk

Accessibility and Inclusion

What the school provides

- The school's Christian ethos and its commitment to inclusivity is evidence of the way in which the diversity and the nurturing of the individuality of all members of the school community is celebrated and provided for in the physical aspects of the school environment.
- The school has a vibrant learning environment that meets the needs of all children.
- The school building is on 2 levels and is wheelchair accessible. There is a disabled lift fitted for access to the upper level.
- We have a disabled parking bay and accessible parking facilities.
- Auditory Environment – headphones are available for using with computers in the classrooms. Ear defenders are used for those children with a sensory need. Portable microphones are used in the hall for children with Hearing Impairments who have hearing aids/devices.
- Visual Environment – Whiteboards and interactive whiteboards are at the front of all classrooms and the hall and centred. There is pale paintwork on internal walls so all displays and classroom working walls are easy to see. Blinds are fitted in classrooms to avoid harsh sunlight. All displays are backed with hessian.
- There are accessible changing and toilet facilities.
- The outdoor environment has been developed to be accessible to all children. The wildlife garden, Forest School Area, the planting area and the playgrounds have been adapted and designed on order to make them suitable for everyone on the recommendations of specialist companies and professionals.

Information

- All information is accessible via our school office and posted on school website.
- Relevant brochure/policies can easily be presented in large font.
- If brochures in other languages were required we would liaise with the pupil access team and the school transition team.
- Similarly, our Teachers / School Business Manager are available to meet with parents who are without access to laptops or who have additional needs to support them re filling in forms.
- The school uses the Teacher to Parents text and email system whenever possible. However, paper copies are provided where access is not available
- Regular meetings with parents of pupils with special educational needs or disability are timetabled each term.

Resources

- ICT provision in the form of interactive white boards, laptops, and IPADs, is of a high standard and makes a marked contribution to the quality of learning for children with Special Educational Needs and Disabilities. ICT is used effectively as a teaching tool and results in an increasing variety of interactive teaching and learning strategies with a positive impact on pupil responses and engagement.
- Visual timetables are used across school with dyslexia friendly text.
- Support staff are provided with at least one full time member of support staff for each class. This is to support the whole class including those pupils with

SEN to sustain concentration and stay focused on tasks, leading to improved outcomes.

- All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and needs specific. Specialist equipment has been acquired for those children with disabilities.

Teaching and Learning

What the school provides

- The provision for children with Special Educational Needs is key to their learning. Teaching and support staff are fully aware of their responsibilities and strategies to use in order for these children to engage in teaching and learning and to make progress. Staff receive regular training to maintain/update their skills.
- Pre-school settings are visited by the Reception Class teacher to ensure a smooth transition to school.
- The school has a nursery that operates daily 8:45am to 3:15pm. It caters for children during the year prior to them starting in the EYFS class and is an integral part of the school's EYFS Induction Programme allowing for children's needs to be identified at an early stage in their development.
- Lessons are well planned to include learning through a wide range of activities and at a challenging but inclusive pace.
- Assessment for learning is firmly embedded in the school and is used effectively to support children of all abilities. Pupils are highly considerate and very supportive of each other in lessons.
- Teachers are pro-active in sharing good practice in relation to SEND and engage in professional discussions that result in high standards of provision.
- All children are monitored and tracked through Quality First Teaching and assessment and targeted supported is identified early to ensure the needs are children are being met.
- School policy is followed for identifying and referring pupils who are believed to have a special educational need or disability. Guidance and advice are given to teachers who express concerns about specific children by the SENCO.
- Children are provided with the resources they require in school. These are tailored specifically to their needs. These may include specialist writing equipment, dyslexia friendly resources, sloped writing tables, work stations and ICT as required. Children are encouraged to be independent learners.
- The school liaises with an extensive list of professionals including SEND Traded Services, Educational Psychologists, Speech and Language Therapists (SALT), Occupational Therapists, Physiotherapists, Community Paediatricians, School Health Nurse Team, CAMHS, GHIST, Clinical Psychology, GRIP and EMA.
- SEND professional development meetings provide staff with updates on changes and training opportunities. Teaching assistants are trained in key areas such as speech and motor skills. All school staff have a personalised CPD programme including SEND to develop skills further.
- Teachers are committed to teaching lively and thought-provoking lessons in a way which encourages all children to become independent learners. The school's skill-based Curriculum has been carefully planned and successful in motivating children of all abilities and ages.

- A provision map indicates a range of interventions, resources and support for children with a variety of academic and non- academic needs from EYFS through to Year 6.
- Specialist teachers and outside agencies are employed according to needs identified in school.
- The SENCO has extensive experience of supporting children with Special Educational Needs and Disabilities. The Headteacher and Seconded Deputy Headteacher also have extensive experience of supporting children with Special Educational Needs and Disabilities. Regular SLT meetings are held to discuss progress and support required for all children including those with SEN.

Reviewing and Evaluating Outcomes

What the school provides

- Regular meetings are held between staff in order to discuss provision and progress. Half termly reviews are conducted with pupils and parents and Annual Reviews and Mid-Year Interim Reviews are planned and carefully timetabled. Local Authority SEND officers are invited to contribute to these meetings along with other medical professionals or other involved agencies.
- Children with Special Educational Need and Disabilities are extremely well supported and are given every opportunity to thrive and succeed. Their progress is closely monitored and whenever necessary intervention programmes aimed at meeting both academic and personal needs are put in place. A rigorous system exists which involves Assess, Plan, Do, Review in line with the 2015 Code of Practice and planned delivery ensuring that specifically targeted support is accessed by those in need.
- Children who are transferring to Key Stage 2 or 3 have a Transitional review in the Summer Term. The SENCO from the child's future school is invited to these meetings, as are any other professionals who contribute to the child's provision.
- All staff monitor pupil's individual progress termly and the SENCO uses termly assessment data to track and measure the progress made by children on the Special Educational Needs & Disabilities register. This progress is then shared with staff and reported to the Head teacher, Governors and School Advisor.
- The use of PIVATS to set realistic targets for children with Special Educational Needs is central to the school's tracking and target setting process.
- Careful analysis of each year group's assessments results in teachers identifying individual targets for each child, every term. These are shared with parents. These are the result of precise teacher assessment and awareness of pupils' capabilities. They make explicitly clear the pupils' next learning steps.
- Governors discharge their statutory duties effectively. They are fully and systematically involved in evaluating the effectiveness of the school. This is exemplified by regular scrutiny of the work of the school in relation to Special Educational Needs and Disabilities. The link governor for SEND, Dr Charlotte Barrow is proactive in her support of the school and liaises diligently with the SENCO and Headteacher ensuring that she is fully aware of all developments. Governors receive reports from the Headteacher on a termly basis and, as many of them are frequent visitors to the school, they are fully aware of standards and levels of support for children with SEND.

Keeping Children Safe

What the school provides

- Risk assessments are carried out for all off site visits. Educational visits are supervised by EVC officer. Where relevant, pupils may have reduced adult to pupil ratio.
- All areas of the school form part of our Health and Safety policy. The school has had a successful Health and Safety Audit; all aspects of the school's procedures are securely in place.
- All children can come into school from 8.45am, a member of staff welcomes them at their classroom door and their teachers are waiting for them in the classrooms where they complete early morning tasks. At the end of the day the younger children are handed over to their parents and the KS2 children are escorted out by their class teachers until they are collected.
- Able-bodied children show concern for the safety of children with Special Educational Needs and Disabilities; this is frequently commented on by staff and visitors to the school.
- The children actively report any risk and act to remove such risks to ensure the safety of their disabled peers. Parents and carers of children with such disabilities have expressed their gratitude for the way in which the school has used its resources in order to adapt or revise procedures or the learning environment in order to ensure the safety of their children.
- Policies on Behaviour and Anti-Bullying are on the school website. Safety is embedded within our curriculum.
- The school has excellent quality assurance and risk assessment systems which are routinely informed by pupils' and parents' views, including those who may have barriers to communication.
- There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. Consequently, comprehensive records related to any incidents are kept by the Headteacher who is the Designated Safeguarding Lead. This information is used to inform meetings with other agencies concerned about the welfare or safety of children.
- The school's collaborative working with other key agencies is exemplary and often leads to additional support from various agencies being accessed both for parents, carers and children whose personal circumstances were such that they could have been at risk and in danger. The school regularly hosts Team Around the Family meetings and other multi-agency meetings for CLA or those with Children in Need plans, preparing reports and making a significant input to discussions in order to secure the best possible outcomes for the children concerned.
- The school provides access to Seesaw - an online learning and communication zone which enables secure online communication and is carefully monitored by all teachers.

Health (including Emotional Health and Wellbeing)

What the school provides

- Medicine is administered by school staff for children with long term medical needs, once a form has been completed and consent is given. Medicine for short term illnesses is administered by parents.
- All staff are briefed if any child needs/has a care plan. When informed, the school briefs staff about children with asthma, allergies, diabetes or any other medical condition, who require additional medical support. Outside professionals such as the school nurse are consulted to help write care plans when required.
- The school has a number of qualified first aiders who are trained every 3 years. 3 Outdoor Emergency First Aiders, 5 Early Year and Paediatric first aiders and 1 First Aid in the workplace First Aider. For specific conditions, professionals train staff, e.g. In the use of a defibrillator, EpiPen and the medical emergency process is followed.
- Different services will be requested as required such as speech therapists, physiotherapists, occupational therapists and CAMHS. The school nurse attends school to provide support for specific children after relevant referral has been successfully made by our SENCO and the child's parents.
- The school provides Pastoral support for children who have identified SEMH. They, along with other members of the support staff are well versed in the use of effective strategies as a result of the ongoing programme of CPD.
- Members of the support staff are on occasions timetabled to provide regular support to individual and groups of children who are experiencing emotional, social and behavioural difficulties in order to help them develop strategies that they can use to improve their response to teaching and learning and to make progress.
- Our EYFS and Y6 children have their weight monitored and sight tests in Reception and hearing tests in Y1 are part of an annual programme.
- The school is part of a School Sports Development Initiative and has been awarded the Quality Mark for Physical Activity. This, along with the Healthy Schools Award and the Active Schools Award, demonstrate a commitment to healthy lifestyles and personal well-being. The school actively seeks out activities and events where children with Special Educational Needs and Disabilities can take an active part. Physical Activity and the teaching of PE are seen as a high priority by the school. The school has a School Council which is made up of representatives from KS2 some of whom have special educational needs.
- The school annually hold Fit Fortnight as part of the Science/PSHE Curriculum. Teaching and Learning during these 2 weeks is focused on Healthy Life styles including: the effect of exercise on our bodies, healthy eating, Sex and Relationships Education, the effects of drugs, alcohol, smoking and careers discussions.

Communication with Parents

What the school provides

- Inclusion, which underpins the school's vision, is actively promoted through the school's positive Christian ethos and is demonstrated by the effective use

of intervention and specialist teaching to significantly 'narrow the gap' for vulnerable pupils. Parents are a vital part of this and the school welcomes any feedback and sharing of information that will benefit their children.

- At Middleforth every individual is valued for who they are and what they contribute to the school. Christian Values and British Values provide the principles that drive behaviour, influence our actions and attitudes and become our scaffold for life. They influence our relationship with ourselves, others and our society.
- Parents and Carers are encouraged to engage with the Christian Values that form the basis of each half term's programme of collective worship.
- The school promotes and encourages a high level of parental involvement in their children's education. Weekly newsletters are distributed to families and monthly newsletters to the local community. The school has a website which is updated regularly.
- Each class has access to 'Seesaw,' an online learning platform which celebrates pupils learning and activities in class. This can be accessed through: app.seesaw.me and is available to pupils and their families.
- Parents and carers are regularly informed about all aspects of their own children's achievement, well-being and development at Parent / Teacher meetings and informal meetings throughout the term if required. The school provides guidance and information about precise ways parents and carers can support their children's learning across a wide range of subjects. (SATs meetings, EYFS Induction meetings, Year 2>Year 3 Transition meetings, EYFS/Y1 Transition project, E-Safety Meetings, class newsletters and through Seesaw).
- Consistent and productive partnerships ensure that parents and carers are strongly engaged with their children's learning and the school's work. They are encouraged to communicate via Seesaw and to write comments on the end of year reports.
- Parents are invited to support curriculum presentation evenings, questionnaires, social events organised by The Friends of Middleforth School and school projects aimed at enhancing the school environment.
- Parents have regular opportunities to meet both formally and informally with the Headteacher who is firmly committed to ensuring that all children with SEN at whatever level and for whatever category, receive effective and appropriate support either from members of the school's team of Learning Support Assistants or from specialist teachers from the Lancashire Inclusion and Disability Support Service or for other agencies such as Speech and Language Therapists, CAMHS, Social Care, Physiotherapists or Occupational Therapists. The school has established strong links with all of these services and provides a high level of support for children and their parents whenever it is needed.
- A staff list giving details of the roles and responsibilities of all staff is in the school prospectus which is given to every parent at the Induction evening. The school website lists the staff at school and their areas of responsibility; alternatively parents can ask at the office and will be directed to the correct member of staff.
- We provide access to school brochures and policies via our website or from the school office.

- The school has an 'Open Door' policy and staff are available before and after school on most days. Occasionally, an appointment may have to be made to see a teacher or the Headteacher.
- 'Meet the Teacher' evenings and 'Parent/Teacher' meetings are held in the Autumn Term.
- An end of year report is sent to parents in July.
- There are also periodic curriculum meetings for parents linked to the different subjects and year-groups.
- A pre-school Nursery is run daily providing an introduction for both parents and their children to the school, its learning environments and the staff.
- EYFS/Reception pupils and parents/carers have a series of induction meetings in the Summer Term prior to their start date in September. Visits to our school are warmly welcomed at any time for prospective and new parents.
- Parents can feed back via the parents' evenings, parents' groups, parent questionnaire and at any time via staff
- Parents are invited to a Celebration Assembly every Friday and whole school services in St Leonard's' Church at special times such as Harvest, Christmas Easter and at the end of every term.
- Parents are invited to Christmas performances and, in the summer term, the school presents a traditional May Day Celebration to which parents are invited. Attention to detail and careful planning ensures that all events are fully inclusive and considers the changing needs of each class according to the children in that year's cohort.
- Meetings are arranged annually for areas such as SATS, residential trips and the EYFS Curriculum.

Working Together

What the school provides

- The school provides an environment where the promotion of equality of opportunity is at the heart of all of its work and its aspirations are understood and acted upon consistently at all levels. This is evidenced by the school's Christian mission statement, 'Let Your Light Shine' which explicitly emphasises this. Its application to everyday practices and procedures in the school through the Christian values underpin the day to day life of the school.
- Various pupils' groups facilitate decision making in school, such as School Council, School Parliament and Head Girl / Head Boy.
- The Ethos Group – 3C'S, works with the governing body in reviewing the school's Christian ethos and looking for ways of including all children in celebrating the ethos of the school.
- A buddy system is in place whereby children in Upper KS2 support young children in EYFS and KS1 particularly those who need support in order to engage in positive play activities or when they are having their school lunch.
- Subject leaders meet with pupils to evaluate how well their subjects are progressing with the intention of improving them further.
- We use our own Parent Questionnaire at the end of the school year and evaluate the results.
- Parents and pupils sign a home school agreement at the start of each school year.

- Parents are encouraged sharing views in Parent/Teacher meetings each term or during specific curriculum meetings or by liaising with Parent Governors.
- The school has an active and successful Parent Teachers Association – The Friends of Middleforth School - to which all parents have membership and are invited to support.
- The school has a proactive governing body which includes effective parent representatives. Vacancies on the Governing Body are advertised/publicised via the school various methods of communication.
- Parents are encouraged to take up positions on the governing body other than the parent governor posts e.g. Local Authority representative or community representative. Consequently, a large number of governors are related to current or past pupils at the school.
- The Headteacher and SENCO signpost other agencies and invite them to shared meetings on our site as needs arise such as TAF, Core Group Meetings. These often involve other agencies in meeting the needs of pupils with SEND and supporting their families (e.g. health, social care, educational psychologists, voluntary groups)

What help and support is available for the family?

What the school provides

- The school provides a high standard of inclusivity ensuring that children with SEND and their family are supported confidentially and compassionately.
- The Headteacher, School Business Manager and individual class teachers are more than willing to help with completing forms and paperwork.
- Information, advice and guidance can be accessed by parents via the school office, school staff, email or letters. The school website directs parents to other sources of information and leaflets and posters are clearly displayed in the school foyer signposting families to other community groups or organisations.
- The school can access family support through the local Children's Centre.

Transition to Secondary School

What the school provides

- Secondary school teachers visit the school and meet with the Year 6 teacher in order to discuss individual children prior to the Taster Days. A detailed transfer of information takes place ensuring that the secondary school has a clear picture of any children with Special Educational Needs and Disabilities.
- Support staff can accompany pupils who require additional support on initial visits to the High School.
- The SENCO liaises with colleagues at the receiving high school and a robust transition plan is drawn up which may include additional visits.
- Review meetings involving staff from both schools are held for any children whose needs are such that a more detailed discussion is required.
- An EP transition to high school is sought for those pupils which it is deemed necessary.

Extra-Curricular Activities

What the school provides

- The school provides before and after-School care. Members of staff are those who also work in classes as Learning Support Assistants often supporting children with SEND. This ensures that children's needs are fully understood and supported.
- The school provides a wide variety of activities aimed at meeting the needs and interests of all children. These are run by school staff and other outside agencies before school, lunchtime and after school; some incurring a small fee. We ensure our wide choices of clubs are inclusive by offering suitable activities for the age ranges.
- External agencies use the building and school grounds for activity weeks in the holidays which are offered to our families and the community.
- The school's Christian ethos underpins the school's Behaviour Management and PSHE policies. It is prevalent throughout the school and Christian Values form the basis on which pupils' spiritual, moral, social and cultural development is based. As a result, children form firm friendships and think deeply about their own and others' experience, relating them to a clear set of personal values.
- Each class has an adapted calm space to help children with their emotional regulation.
- Children are supported to be able to resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs. They have a very good insight, based on first-hand experience, into similarities and differences between their own and others' cultures and how these are constantly changing. They are open to new ideas, appreciate cultural diversity and challenge racism.
- The sense of community, where children respect each other is paramount and everyone helps everyone else, is extremely strong.
- The school, through its curriculum and wider life develops children's understanding of other cultures as well as their own. Pupils develop an understanding of the cultures that make up their own and British society and are taught to celebrate diversity, show tolerance and understanding. Parents of families from different cultural backgrounds have a part to play in this too, coming into school to support lessons and sharing their own beliefs and cultures with the children. There is a positive celebration of different cultures represented in the school.
- PSHE and British Values are embedded within our curriculum and encourage our children to be responsible citizens of the world and emotionally literate human beings.