



**SEN and Disability Local Offer:  
Crow Orchard Primary School  
Primary Settings Template**

Mainstream, Short Stay Schools, Special  
Schools and Academies

<b>School/Academy Name and Address</b>	Crow Orchard Primary School, School Lane, Skelmersdale. WN8 8 QG.		<b>Tel:</b>	(01695)724046
			<b>Web:</b>	www.croworchard.lancs .sch.uk
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	No	Yes	If yes, please give details:	
	No			
<b>What age range of pupils does the school cater for?</b>	3-11years			
<b>Name and contact details of your school's SENCO</b>	Emma Baron - school address as above. <a href="mailto:senco@croworchard.lancs.sch.uk">senco@croworchard.lancs.sch.uk</a> Tel: (01695)724046			

It is a statutory requirement that all education establishments make information available to parents as to the way in which the establishment supports children and young people with Special Educational Needs and Disabilities (SEND).

Our school local offer attempts to demonstrate the way in which our school assesses and provides for the four areas of need as outlined within the SEND Code of Practice (2014) - Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory/Physical Needs.

## Accessibility and Inclusion

### What the school provides

- An accessible environment which is regularly monitored, with developments being identified and improvements planned as required.
- A wheelchair accessible main entrance which is flat and has easily opened double doors, however, not all the school entrances and exits are wheelchair friendly.
- A spacious and fully functioning disabled toilet which can be accessed by wheelchair users as required, from the school entrance foyer.
- The visual environment of the school has been optimised by the inclusion of blinds thus ensuring that the level of sunlight can be altered to assist with visual needs of the children at any given time.
- Provision of relevant documents parents may require in larger print and on alternative colour paper if requested.
- Telephone communication and 1:1 meetings should parents and carers require more support in the sharing of information.
- Effective sharing of information in the form that is most accessible to individual parents including those for whom English is an additional language.
- Provision of alternative language information sheets as available.
- Access to parents/carers to their children's learning via seesaw, an app which has individualised login details. Seesaw enables teachers to keep parents up to date with activities their child undertakes and is an alternative method of parent and teacher communication.

- Provision of such aids as pictures, symbols and visual timetables to enhance communication with non-verbal or children with communication, speech and language needs.
- Consideration of children's additional physical needs with resources and adaptations being used as required, for example, writing slopes, pencil grips, easy grip scissors etc.
- The individual needs of each unique child are identified and addressed through a personalised learning program, with resources and training being obtained as required to meet these identified needs.
- Within the school we have a bank of laptops and new up to date Ipads which can be resourced to meet the specific needs of children with SEN.
- Interactive whiteboard technology in all classrooms.
- All classrooms have furniture of suitable height for the age range of the children.
- As a school we work closely with many external agencies and services including physiotherapy, occupational therapy, school nursing, dental services, speech and language therapy, Audiology, behaviour therapy, counselling, play therapy and Child and Adolescent Mental Health Service (CAMHS).
- School purchases specialist equipment upon advice from external agencies and professionals, which will assist our learners with SEN to access the curriculum as fully as possible eg; rainbow trolleys with sensory resources.
- A noticeboard outside the main entrance provides information for parents as does one in the main entrance and a bank of leaflets are also available providing information for parents regarding a variety of facilities and resources including for those children with SEND.

## Teaching and Learning

### What the school provides

- A rigorous assessment and review cycle whereby children's progress is regularly monitored and any concerns identified, these will include children having a specific difficulty or making less than expected progress.
- Identified concerns are discussed between the class teacher, parents and SENCO, with the appropriate action being planned and carefully monitored. This may involve placing the child on an SSP (School Success Plan) with the consent of the parent/carer.
- Development of Individual SSPs for those identified children which involve specific targets being set and assessed on at least a termly basis. The targets set are **Specific** to that child, and are **Measurable, Achievable, Realistic/Relevant** and **Time-bound**. (SMART targets).
- A graduated response of **Assess, Plan, Do, Review** is utilised to carefully monitor a child's progress with plans and interventions being adapted as appropriate to ensure gaps in learning are filled and appropriate progress made.
- All school staff are adept at identifying when pupils require additional support and concerns are shared with all relevant parties with necessary action being taken. Additional input may be provided in a group setting, on a 1:1 basis or may require that the school and parents work with external agencies to support the child.
- Excellent Quality First Teaching is provided for all children throughout the school. Teachers plan fully differentiated lessons that cater for the needs and abilities of each child as well as the varied learning styles that exist in a cohort, so ensuring a fully inclusive learning environment.
- In addition to high quality first teaching, children identified with SEND will be given additional support within the learning environment at wave 2 and/or wave 3 level. They may receive some 1:1 or group support from the class teacher or teaching assistant, who

deliver focused interventions to meet the specific identified needs (wave 2). At a wave 3 level of support, some children with more complex needs may receive daily 1:1 support at a level determined by external guidance and thus possibly requiring an Education Health Care Plan.

- This 1:1 support is tailored to meet the specific needs of the child and may also involve support from external agencies.
- Baseline tests are completed in EYFS and speech, language and communication is also assessed using the 'Welcomm Toolkit', thus allowing early identification of any difficulties.
- A variety of resources including technology are used within classes to assist children in their learning, with specific apps and software being utilised for those children with a specific need.
- Should a child continue to have unmet needs following the above school actions, then a Family's Early Help Assessment will be completed with parents/carers to identify long term targets and support for the child and regular TAF (Team Around the Family) meetings will be organised to monitor progress and identify any further support that may be required. Throughout this identification, planning and monitoring process, the school SENCO will be closely involved, acting with the support and guidance of an Educational Psychologist as required and in cases where an underlying cause of the child's needs is indicated, then individual assessments will be completed on the child.
- Staff are trained/updated in recent developments within SEN by the school SENCO. As part of continued professional development, all staff are encouraged to access training courses to develop their skills in supporting children with additional needs.
- As an inclusive school, we endeavour to support all our children in the achievement of their full potential. Therefore, many strategies and supports are utilised to assist children with SEN when completing statutory national assessments. Some children who are working significantly below age related expectations will be assessed using PIVATS.
- Support may include; having a reader to assist with reading questions, additional time to complete tests, supervised breaks during the test if required and emotional support as needed. In some instances children with specific SEN may be exempt from undertaking statutory tests due to the nature of their additional needs.
- The school SENCO, Head teacher, assessment co-ordinator and class teachers work closely to identify a wide range of needs within each class. A provision map is produced that identifies children's needs at both individual and group level and subsequently identifies the targeted provision that will be provided to address these needs.

## Reviewing and Evaluating Outcomes

### What the school provides

- As part of the review process for meeting the needs of children with SEND, the SENDCO collects SSPs on a termly basis, to ensure that appropriate SMART targets are set to meet the child's current level of need.
- Class teachers have 3 progress meetings with the head teacher throughout the year to discuss the children's progress/needs based on their performance in the termly assessment cycle, with actions then being identified to address these needs through a variety of intervention/resources.
- Parents/carers of Children with SSPs, receive 2 copies of the documents in Autumn and Spring and are invited to meet with the class teacher to discuss their child's progress at each of these points, thus enabling concerns and/or targets to be shared.
- The SSPs show the review of present targets and new targets being set for the next term, which parents are asked to sign and comment on, returning one copy to school and keeping the other.

- As part of the support cycle, each member of staff delivering SSP support, feeds back to the class teacher and the SENDCO, thus informing communications with parents.
- If a child continues to have unmet needs, then a TAF (Team Around the Family) meeting will be called and the child's needs, targets and required support will be discussed.
- Upon provision of an Educational, Health and Care Plan (EHCP) the school establishes an effective review cycle to ensure that all agencies involved in supporting the child receive all relevant information.
- This review cycle includes annual meetings with parents and all parties involved in supporting the child to contribute thoughts and concerns, discuss and evaluate progress and set targets, including advice from professionals.
- The child is also invited to attend part of the meeting.
- The SENDCO monitors all needs, provision and outcomes regarding the SEN provision in school.
- The SENDCO produces a report showing an overview of the school SEND provision and any changes termly for the Head Teacher and Governors.
- The SENDCO produces an annual report that shows the progress of all the children with SEND. This report is developed using information gathered from the Target Tracker which assists in assessment and tracking of progress across the school.

## Keeping Children Safe

### What the school provides

- Risk assessments are completed by the Head Teacher and staff as necessary.
- Children with SEND are encouraged to enter and exit school in the same way as all other pupils wherever possible, but if alternative arrangements are required this will be discussed and agreed with individual parents.
- In KS1 and EYFS, parents wait with the child until a member of staff opens the main entrance door. There is a covered sheltered area for days when weather is poor. Older children may wait by themselves until a member of staff permits entry into school.
- At the end of the school day Reception children leave via their classroom exit and are handed over to parents, while Nursery children leave from the main exit and are handed directly to parents. KS1 staff take their Classes to the entrance door and ensure named adults have met them.
- All staff are vigilant and efficient on ensuring that only designated people are able to pick a child up from school acting on parental advice as to who those individuals are.
- School has limited parking areas for picking up and dropping children off, so parents are asked to park carefully away from the school crossing area. Children are encouraged to cross with the School Crossing Patrol to ensure safety on the road as they enter and leave school.
- Reception and KS1 undergo road safety learning every year, carried out by a member of staff qualified to do so.
- During breaks, infants and juniors play on different playgrounds.
- At lunchtimes, children use different zoned areas on the large playground for a variety of activities, which helps to ensure that the children play in a safer manner.
- Nursery and Reception children play on the small playground only at lunchtime.
- There are always 2 members of staff on duty on the large playground at lunchtime and two on the small playground.
- Should a child require additional supervision in order to prevent harm to themselves or others, school arrangements may be organised to provide an additional adult or school buddy to offer either general additional supervision or 1:1 support.

- When children are taken out of school, a risk assessment is completed at all times, through EVOLVE. This is completed by the trip organiser (usually the class teacher) and approved by the school's trained Educational Visits Co-ordinator (EVC). As part of this assessment, extra consideration is given to meeting the needs of all pupils with SEND throughout the duration of the outing, with the adult to child ratio being adjusted accordingly to ensure the safety of the child with SEN. In specific cases, children may be allocated 1:1 support for the duration of the activity. In P.E, class teachers are responsible for planning and differentiating their lessons in order to take into account each child's safety and individual needs.
- School behaviour expectation is based around the eight school values which are instilled across the whole school.
- The school has a regularly reviewed behaviour policy and also an anti-bullying policy which can be viewed and downloaded from the school website. Should internet access be an issue, the school office staff will happily provide you with a copy on request.
- Anti-bullying is discussed with all pupils during which they are taught about the effects of bullying and what they can do to help prevent it.

## Health (including Emotional Health and Wellbeing)

### What the school provides

- School attendance is very important however, if a child is unwell, then school would encourage parents to keep their child at home until they are recovered. However, there are situations whereby with medication a child may attend school. If your child requires medication to be administered by school then the appropriate form must be obtained from the school office and completed before any medication can be given. The form ensures that the correct medication and dosage are administered at the appropriate time. Prescribed medication should be brought to school in the original packaging showing the child's name, the name of the medication and the dosage to be given. The named medication is stored in a locked cabinet or if requiring refrigeration in a locked box in the staffroom fridge.
- Medical forms advising school of allergies and medical conditions are kept centrally in the school office. Each class teacher has a list of children who have regular medication, allergies, inhalers and wear spectacles etc.
- If a child requires a health care plan, a meeting will be held for all parties involved with the child including a named professional from an external agency, such as the school nurse. A care plan will be developed, ensuring that all parties involved with the child know and understand the details of the plan. The care plan is then signed and all involved parties are being given a copy.
- Copies of care plans will also be held in a central file and the child's individual folder as appropriate. The lead professional who formed the original plan reviews care plans.
- The majority of staff in the school have received basic first aid training, with some being trained in paediatric first aid.
- Basic training has also been undertaken by a number of staff around asthma and also the use of epi-pens. Defibrillator training has been given to some members of staff.
- In case of an emergency, a trained member of staff would do all they could to ensure the affected individual was safe and comfortable and the emergency services would be called along with the individuals parents/carers. A member of staff would then accompany the child to the hospital if necessary and wait for parents to arrive. An incident form would be completed and stored on file.

- Staff regularly work with or alongside professionals from external agencies to ensure that as a school we can meet the health, social, emotional and physical needs of all pupils.
- Whole school training is led by trained professionals on any areas that we identify as areas of development.
- We have a number of professionals that come into school on a regular basis and provide speech and language therapy, occupational therapy and social and emotional support. Staff in school will then follow the guidance of the professionals.
- Accidents are recorded in an accident book which is kept in the staff workroom.
- Parents/carers are informed if an accident is more serious e.g. bumped head letters, phone calls etc.

## **Communication with Parents**

### **What the school provides**

- If a teacher and/or parent has concerns regarding a child the head teacher will be made aware and a meeting will be organised between the parents, class teacher and SENCO to discuss the concerns and develop a plan of appropriate action. If necessary this may progress to the involvement of external services and a TAF meeting being held.
- As a school, we signpost parents and carers to other agencies of support and in particular Sendias (Special Educational Needs and Disabilities information and advice service). Leaflets are displayed on the main noticeboard.
- Parents are made aware of how they may contact the school if they have concerns at the induction meeting when the children begin school.
- School operates an open door policy with regards to speaking with class teachers and the head teacher. Appointments may be necessary due to teaching commitments.
- Parents may drop in to see the SENDCO after school for an informal discussion but an appointment may need to be made to discuss concerns fully.
- All staff interact with parents as and when required regarding minor or informal concerns or just general information sharing.
- 'Meet the Teacher' sessions are held at the beginning of each school year, which give parents/carers the opportunity to meet the new class teacher and learn about the general class routines. This is also an opportunity to ask questions or arrange an appointment to discuss any concerns parents may have.
- Reports about progress are shared 3 times over the year, initially in October, in March/April when parents meet with the class teacher for parent's evening and at the end of the year, when a detailed written report is given to all pupils. Children with an EHCP will also have an annual review meeting in addition.
- If desired or considered necessary, parents and teachers may agree to have a daily home/school diary as a means of communication regarding a child's needs or behaviour.
- For general information sharing, the school has a school website and operates a text message service.
- Each teacher sends home an outline of their curriculum overview at the beginning of each half term and has recently begun to upload a class overview on to the website.
- Seesaw is also used to communicate with parents.
- Events and class activities are also communicated to parents and the wider public via the school website, the Crow Orchard Twitter page and Instagram page.
- Visitors are welcomed to the school at all times and tours are happily given on a 1:1 basis but an appointment may be necessary. We have a number of events taking place at school throughout the year to which visitors are also welcome.
- In order to develop effective communication with parents, we welcome parental comments and feedback as part of our school development plan.

- Parents are welcome into school on an informal basis but are also invited to parent meetings to discuss topical issues or any concerns.
- In Reception, parents are invited to a number of sessions within the classroom, which they will be informed of.
- Head teacher sends home half termly newsletters informing parents/carers of upcoming events and other relevant information.
- Information about school policies and other relevant information can be found on our school web site.

## Working Together

### What the school provides

- Pupil voice is high on the school's list of priorities, with pupils being encouraged to have their voice at every opportunity.
- School, has an elected, fully functioning and effective school council within which they discuss changes they would like to see take place and fundraising opportunities.
- Children are involved in Pupil Parliament.
- Children are involved in Peer Mediation which is linked to our Restorative Approach in our Behaviour policy.
- Comments and feedback from parents is a welcome part of our school ethos. Parents are invited to parent meetings to discuss their child's progress and are also encouraged to offer feedback on their child's education at the end of the school year.
- Parents are regularly invited into school for a variety of events including KS1 Christmas Nativity, KS 2 Christmas show, assemblies, Christmas/summer fayre, Mother's/Father's day events and the Leavers' production etc. We also welcome the attendance of parents at the Christmas and Easter celebrations at the local church.
- We have a highly effective governing body, of which parents are welcome members. Parents are given the opportunity to nominate themselves as a school governor and in cases where there are multiple nominations, a vote is cast. We encourage parents to come and help in the classrooms.
- When a pupil is admitted to school, he/she along with their parent complete a home/school agreement.
- We work closely with a variety of outside agencies to support our pupils with SEND including Speech and language, social services, school nurse, Occupational Therapy service, CAMHS etc.
- The school has a full time nursery called 'Little Pips' where we take children from age 3 years.
- We also have a parent and toddler group one morning per week, called 'Little Orchards.'
- Buddies help children to read. Through PSHE sessions, circle times and assemblies the children learn how to be 'good' friends and how to treat others. Positive relationships are rewarded throughout the school and treating others with respect is an integral part of our school curriculum.

## What help and support is available for the family?

### What the school provides

- As a school we pride ourselves on the support that we are able to offer our parents. Should parents and carers find themselves struggling to complete the forms and paperwork that are required for a child with SEN, then there are a number of staff members willing to offer support but primarily it would be the Head, SENDCO and class teacher.



- A real strength of the school is the relationships that exists between parents and staff. All members of staff are approachable and very willing to offer guidance and support whenever it is needed.
- All staff are aware that any concerns that arise around SEN are to be referred to the SENDCO. Staff will also direct parents to the information area at the school office where they will find general information leaflets.
- As a school we also signpost parents to external agencies for support such as, the school nurse, the school doctor, speech therapy service , optician, CAMHS and SENDIAS.
- If a travel plan is required for a pupil in order for them to get to and from school, the SENDCO and head teacher would produce this.

## Transition to Secondary School

### What the school provides

- Once a child with SEN approaches Y6, the school automatically begins to take steps to prepare for their transition to high school. This may begin in Year 5 when the school would signpost parents to SENDIAS should they require support in choosing an appropriate secondary school.
- Each year the children will all take part in taster days at the High School they are to attend.
- Once a child with an EHCP reaches Y6, the EHCP review is arranged in the Spring term to discuss the choice of school and how transition will be supported.
- At all times the two schools will work together to ensure that the transition is as smooth as possible, with current information being transferred as soon as possible.
- SENDCO liaises with high schools to discuss pupils with SEND and arrange for extra transition visits for these pupils to support them with their move to secondary school.
- The Year 6 Class Teacher meets with the heads of year to discuss friendship groups to ensure that no child is left alone.

## Extra Curricular Activities

### What the school provides

- Crow Orchard offers a breakfast club from 8am daily, where the children can come, have breakfast, and enjoy a range of activities for £2.50 prior to the start of the school day. Children may be dropped off from 8.30am and will be charged a £1.00, but this will not include breakfast. Whilst funds are available, children who are entitled to benefits related free school meals can attend the club free of charge. Contact the school office to book into either Breakfast and Afterschool Clubs. Registration forms do have to be completed.
- After School Club is available 5 days a week. Currently charges are £2.50 for an hour and £5 a session, 3.15 to 5.15. The club is very popular. Places can be booked on a half term basis but incidental sessions may also be booked by contacting the Club supervisor. Registration forms do have to be completed.
- A range of after school activities are offered throughout the year, some of which are run by school staff and others, which are offered through external providers including sporting activities, craft clubs, cooking activities and choir.
- All clubs and activities are inclusive and are available to all pupils irrespective of SEND, as long as the safety of each individual can be ensured at all times. For children requiring additional support, an adult will accompany them to the chosen club/activity. All activities will be risk assessed to ensure that health and safety is adhered to at all times.
- At present, school offers two residential holidays, one specifically for Year 6 children and a Year 3 and 4 holiday. There may be the possibility of a reduction in price on some holidays

for children who are eligible for Free School Meals and funds are available to pay for CLA. There is no discrimination against children with SEND, with support being put in place if needed and as appropriate.

## Feedback

### What is the feedback mechanism

- Feedback can be given via email to the Head Teacher – Mrs J Maher  
[head@croworchard.lancs.sch.uk](mailto:head@croworchard.lancs.sch.uk)
- By telephone – (01695) 724046.  
Feedback will be acknowledged and response given as soon as possible.

Lancashire SEND Local Offer:-

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/>