



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Fishwick Primary School

School Number: 06035

<b>School/Academy Name and Address</b>	<b>Fishwick Primary School,</b>		<b>Telephone Number</b>	<b>01772 491402</b>
	<b>Downing Street</b>		<b>Website Address</b>	<b>www.fishwick.ngfl.ac.uk</b>
<b>Preston,</b>				
<b>PR1 4RH</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>X</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>Mrs H. Watts</b> <b>01772 491402</b>			

<b>Name / Job Title</b>	<b>Mrs H. Watts</b> <b>SENCO</b>		
<b>Contact telephone number</b>	<b>01772 491402</b>	<b>Email</b>	<b>bursar@fishwick.lancs.sch.uk</b>

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>www.fishwick.ngfl.ac.uk</b>		
<b>Name</b>	<i>Heather Watts</i>	<b>Date</b>	<b>16.06.14</b>

## Accessibility and Inclusion

### What the school provides

- How accessible is the school environment?  
The school is all on one level and all indoor and outdoor areas are accessible throughout. School has had an extension built on the hall to provide disabled toilet facilities at this end of the school. There is a further disabled toilet with shower and changing facilities at the other end of the school.
- How accessible is your information?  
There are parent notice boards at the front entrance, the KS1 playground door and the main door .Information about the school and events in the local area are sent home regularly. Policies and procedures are on the school website and are given to parents when requested. We have bilingual teaching assistants available to translate if needed. Bilingual staff in school translate and help to ensure good communication with parents. New families are met in order to gain information about the needs of the child and the parents e.g. if larger print letters are needed and if there are hearing/sight/mobility issues that we need to be aware of in order to make reasonable adjustments. School staff are available each day for informal contact and information sharing. From September 2014 school will be using a text messaging service for parents to issue reminders and updates to parents.
- How accessible is the provision?  
All staff have been trained in strategies to support children with ASD. Picture cues are used to support labels and visual timetables are used to support children who prefer to learn this way. Special tables or chairs are used where staff or children need specific support. Differing learning styles are used to suit the needs of the children. School has high child: adult ratios to support all children's needs and staff are highly skilled in supporting children with medical emotional and leaning needs.
- Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)  
Care plans are written to support children with specific medical needs or who need to use specific equipment. Fishwick is very fortunate to have its own sensory room which is fully equipped with specialised equipment.

## Teaching and Learning

### What the school provides

- What arrangements do you have to identify and assess children with SEN? Before starting at school with liaison with the nurseries the children attend. We also spend time talking to individual parents to gain a full picture of your child, whether they join us in Reception or later in their school life. All children are assessed on entry with further assessments undertaken if additional needs are identified. We will talk to your child's previous school and arrange for any relevant information to be transferred. Fishwick has a specialist teacher who works at the school one day a week to provide additional support and expertise.
- What additional support can be provided in the classroom? Every class has at least one teaching assistant full time to support children. We have a designated teaching assistant to provide individual education plan support for children daily. Our classes are small with high adult to child ratios.
- What provision do you offer to facilitate access to the curriculum and to develop independent learning?

Children are encouraged to be independent learners through encouragement and resources that support this. Where children need adult support this is provided but we do not feel it is in a child's best interests to become dependent on one person – at Fishwick we all work as a team. Every class has sets of laptops and iPads to support learning.

- What SEN and disability and awareness training is available to all staff?

SEN training is an integral part of all our work on improving teaching and learning. We believe all teaching must match the needs of all pupils. Where specific needs arise school arranges training by specialists e.g. autism

- What staff specialisms/expertise in SEN and disability do you have? We work with a qualified Speech and Language Therapist through a programme called Speech Bubble for our Reception and Y1 children. We have an experienced and skilled staff, one of whom has particular expertise in dyslexia. This member of staff will be taking on the role of SENCO from September 2014 and undertaking the national SENCO training. We also employ two members of staff who are fully trained in nurture provision to support children with emotional needs.

- What ongoing support and development is in place for staff supporting children and young people with SEN?  
CPD is updated according to need. Specialist teachers are brought in to support the staff and children with high level needs. All staff are regularly updated on changes in legislation and practice.

- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

Access arrangements are sought for children with additional needs e.g. reader, extra time, and separate rooms to allow movement.

- 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?  
Our provision map shows a wide range of support for children with a variety of academic and non-academic needs. Children's needs are met in class, with support in class and through withdrawal for individual or small group work. We assess and track children's progress formally every half term so that children's needs are highlighted quickly and we can take action to support them. We also recognise that able and talented children have needs and the same steps are taken to support them in reaching their full potential.

## Reviewing and Evaluating Outcomes

### What the school provides

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
  - Annual reviews for children with statements / EHC plans
  - Pupil progress meetings half termly after the assessment cycle
  - The school's governors track and monitor the progress of all children and groups of children through the standards and effectiveness committee every half term
  - Weekly liaison with our specialist teacher
  - Regular liaison with Speech Bubble
  - The school has an open door policy for parents to discuss their child's needs and progress
  - Annual reports to parents
  - Termly parents' evenings
  
- What arrangements are in place for children with other SEN support needs?
  - During pupil progress meetings the trackers are discussed in order to assess progress and future support which may be needed,
  - The SEN register is updated at this point
  - The provision map is evaluated to ensure all possible interventions are being utilised
  - We liaise with external agencies as appropriate and will hold team around the family meetings as needed
  
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?
  - Pupil progress meetings: are children making expected or better progress? If not, why not and what can we do better / differently to support them?
  - Lesson observations and reviews of pupils books tell us about the quality of teaching on a day to day basis and whether children with SEN are having their needs fully met
  - We talk to pupils and find out what they have learnt, what they think they need to improve and how they think we can help them achieve that

### What the school provides

- How and when will risk assessments be done? Who will carry out risk assessments?
  - Fishwick has a designated health and safety team who support all staff in completing risk assessments.
  - Risk assessments are completed for all classroom learning tasks where risk has been identified.
  - Fishwick is compliant with all statutory requirements
  - On our last Health and Safety inspection which focussed on the well-being of pupils there were no corrective issues
  - Fishwick has an agreed process with Lancashire County Council for assessing the risk of any educational visits undertaken.
  
- What handover arrangements will be made at the start and end of the school day?
  - At the beginning of the school day children come straight into school at 8.50am and are welcomed by members of staff
  - At the end of the school day Reception children are collected from their classroom by their parent.
  - KS1 children remain in the classroom and are handed over to their parents when a member of staff identifies them
  - KS2 children may walk home alone, if written permission has been given by the parents.
  - All other children wait with staff to be collected by a parent.
  - We will not release a child to an adult unless parents have informed us of a change in collection arrangements.
  
- What arrangements will be made to supervise a child during breaks and lunchtimes?
  - Teachers, teaching assistants and midday supervisors look after the children during lunchtimes
  - Children with specific needs may be allocated a teaching assistant to support them during lunchtime.
  - Reception children have their own enclosed outside play area
  - KS1 children have their own enclosed outside play area
  - KS2 have two enclosed playgrounds to play in, including a quiet area and a trim trail
  
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
  - Any activity outside the classroom is risk assessed and identified issues addressed to minimise any risk
  - Staffing levels exceed the legal requirements
  
- Where can parents find details of policies on anti-bullying?
  - Policies can be found on the school website and copies are given on request

## Health (including Emotional Health and Wellbeing)

### What the school provides

- How do you manage safe keeping and administration of medication?
  - There is a strict medication policy which is adhered to
  - Non -prescription medicines are not given in school.
  - Parents must sign a consent for medication to be given form
  - The medicine, dosage and dates are checked with the parents
  - All medicines and drugs are kept in a locked medical cabinet or fridge to which children have no access
  - Only the adults identified in the school's policy are authorised to give 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?
  - Care plans are completed with parents and if necessary the school nurse.
  - Relevant staff are informed verbally and written information given. Regular asthma and other medical conditions updates are given by the school nurse.
  - All care plans are reviewed annually, or more frequently if there is a change in circumstances alongside health professionals and parents.
- What would the school do in the case of a medical emergency?
  - Comfort child and attended to by a qualified first aider
  - Call 999, inform senior member of staff and parents
  - Accompany child to hospital if parents unavailable – with personal and medical information (pupil portrait / EHC Plan)
  - Complete a report of the accident / emergency once the child was safe
  - Compile witness reports
  - Review any relevant policies / risk assessments
  - Review school's handling of the situation for future
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
  - The school nurse provides staff training for specific medical needs in school and what to do in an emergency.
  - School would secure external training if necessary
- Which health or therapy services can children access on school premises?
  - Fishwick has two learning mentors available in school to provide emotional support.
  - School has a Speech and Language Therapist through Speech Bubble

## Communication with Parents

### What the school provides

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
  - The website lists the staff at school
  - Parents can ask at the office and will be directed to the correct member of staff
  - Parents would be aware of named individuals appropriate to their child’s care in their copy of the care plan
  - This would be discussed at the initial meeting with parents
  
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)
  - Teachers are available at the end of the school day and can be approached to arrange times to discuss their child or ask questions.
  - Any questions or concerns can be dealt with at the office or appointments made to see senior members of staff.
  - The school has an open door policy - as far as day to day running of the school will allow
  
- How do you keep parents updated with their child/young person’s progress?
  - Parent’s evenings are held three a year
  - Parents are met throughout the year to discuss any issues that may arise.
  - Health care planning and review meetings will be held as often as is necessary but at least annually
  
- How can parents give feedback to the school?
  - Parents can feed back via the parents’ evenings, parent questionnaire and at any time via staff
  - Fishwick has a named governor for Special Educational Needs and they can be contacted through the school

## Working Together

### What the school provides

- What opportunities do you offer for children to have their say? e.g. school council
  - We have pupil discussion as part of our termly monitoring plan and pupil questionnaires
  - The school council meets weekly and elected class representatives take ideas and concerns from their class to the meeting, and then feedback
  - Fishwick has school questionnaires for pupils to feedback their views and feelings
  
- What opportunities are there for parents to have their say about their child's education?
  - Parent questionnaires
  - Open door policy
  - Face to face contact with staff
  - Through parent governors
  
- What opportunities are there for parents to get involved in the life of the school or become school governors?
  - We have parent governors
  - Fishwick has an open invitation for parents to join us in assembly every Friday
  - We have "glitter and glue" afternoons when parents can join their children in the classroom
  - We invite parents in to join us for maths and English sessions
  - The parent governors run coffee mornings / afternoons
  - There is a stay and play session every Monday afternoon for parents with pre -school children
  
- 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)
  - School works closely with health, speech and language, OT, social services and family support agencies
  - School follows the statutory guidelines in respect of child protection
  
- How do home/school contracts/agreements support children with SEN and their families?
  - Home/school contracts are completed with every new family to the school.

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

### What the school provides

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
  - Support completing forms is given by any member of staff.
  - Bilingual teaching assistants can support with translation.
  - The school will pay for a translator service phone call from Manchester if needed.
  
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
  - Parents can be sign posted to support from outside agencies and from in school by office staff, the SENCO or any other member of staff who can help.
  - Parent notice boards display information about support that is in the community
  
- How does the school help parents with travel plans to get their child to and from school?
  - Support is given via the office staff and the SENCO.

## Transition to Secondary School

### What the school provides

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)
  - School liaises with nursery schools and feeder High Schools.
  - High School staff visit school and transition activities at the High School are attended.

## Extra-Curricular Activities

### What the school provides

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
  - Parents have been canvassed regarding before and after school care and do not want/need this service at the cost it would be offered at.
  - School has close links with The Callon Kids Club who provide a range of activities for children at weekends and during the holidays. School signposts to these activities.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
  - School has an on-site breakfast club from 8.15 each day
  - School offers a variety of after school clubs during the year e.g. trampolining, gymnastics, Glee club, art, cookery, Tag rugby. There is no charge for these clubs.
- How do you make sure clubs and activities are inclusive?
  - All clubs are inclusive and risk assessments are completed to ensure that all children can participate
  - Extra staff are provided to ensure children with SEN can attend.
- How do you help children to make friends?
  - We are an inclusive school
  - We have two learning mentors who support children in settling into their new school
  - Our school culture is one of welcome and acceptance: We are Fishwick and that means everyone is accepted as part of our family.
  - New children are given a buddy to show them around and help them settle in.
  - Everyone joining Fishwick is given a Fishwick teddy bear who can be taken home

