



SEND and Disability
Local Offer: Primary Settings

Name of School:

Grimsargh St Michael's C. of E Primary

School Number: 06051

School/Academy Name and Address	Grimsargh St Michaels C. of E. Primary		Telephone Number	01772 653600
	Preston Road Grimsargh PR2 5SD		Website Address	www.grimsargh-st-michaels.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEND?	No	Yes	If yes, please give details:	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
What age range of pupils does the school cater for?	4-11 years			
Name and contact details of your school's SENDCO	Miss Helen Smith			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person	Mr Stuart Booth		
Job Title	Headteacher		
Contact telephone number	01772 653600	Email	head@grimsargh-st-michaels.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	https://www.grimsargh-st-michaels.lancs.sch.uk/school-information/368-2/		
Name	Grimsargh St. Michael's C of E Primary School	Date	20.05.2024

Accessibility and Inclusion

What the school provides

The school is wheelchair accessible. The school can be accessed by wheelchair at the main entrance, at the Reception class door via a ramp and by the wide entrance at Key Stage 2 door.

There is a ramp to provide wheelchair access to the Foundation Stage outdoor play area.

There is an accessible parking space available for public and disabled persons and a disabled toilet is available for wheelchair users and others who may need this facility.

Information is available on the school website to alert parents to support services and meetings. There is also information on community events and facilities on the school's newsletter as the information becomes available.

The school has 7 classrooms which are well resourced and furnished to a good standard. Other areas in the school are allocated for the use of staff and children who may benefit from working in a smaller group or where specific teaching programmes are delivered.

The school hall has a hall which is sound proofed to stop excess noise and echoes.

The school has a range of computer programmes available for pupils with SEND in addition to IPADS, headphones, computers, laptops and interactive whiteboards installed in every classroom. We also have a large keyboard and mouse which can be used if required.

Teaching and Learning

What the school provides

The school advocates that early identification of children with special and additional needs is essential. The class teachers use observations and other assessment techniques to alert parents/guardians to any concerns and start the journey of working together to help the child achieve their potential. The Reception class staff carry out home visits prior to the children starting school and this is often where concerns and information are shared.

The school's monitoring schedule enables regular opportunities for identifying children who have additional needs. The class teacher completes a cause for concern sheet which specifies what the perceived difficulty is and what actions have been taken to address the needs. At this stage parents are informed and asked to ensure that their child has had recent sight and hearing tests so that these reasons can be ruled out.

The class teacher and the SENDCO assess and monitor the children's progress usually over a period of a term. However, this period can vary according to the individual needs of the child.

The school has allocated funding for a specialist teacher to help in the observation and assessment of children. The specialist teacher is qualified to carry out detailed standardised tests and the SENDCO uses this information to feed to class teachers and to parents/guardians and to plan appropriate adaptations and/or interventions.

Additional resources to meet the requirements of children with SEND are made available. Additional resources are available in core subjects and foundation subjects, to assist any child needing extra support. This is often done through quality first teaching, pre-teaching, group work and catch up programmes (Wave 2 support), 1:1/ group intervention and in-class support (Wave 3). TAs may also support other children within the class as directed by the teacher. Our learning mentor also supports children with social and emotional needs, through nurture group and 1:1 nurture sessions.

Our approach is based on the Education Endowment Foundations recommendations for SEND provision in mainstream schools:

1. Create a positive and supportive environment for all pupils, without exception.
2. Build an ongoing, holistic understanding of your pupils and their needs.
3. Ensure all pupils have access to high quality teaching.
4. Complement high quality teaching with carefully selected small-group and one-to-one interventions.
5. Work effectively with teaching assistants.

Teaching assistants are allocated to each class and are experienced in meeting the needs of SEND pupils. They have the support of the SENDCO and the specialist teacher, and work under the direction of the class teachers.

Teaching assistants have benefited from a range of training. For example in Autism, phonics, sensory processing, reading recovery and speech, language and communication programmes. Other teaching assistants have had extensive experience of meeting the needs of ASD children, are competent in implementing social stories, using visual timetables effectively and/or predicting where a child may experience anxiety and distress and are able to take appropriate steps.

When sitting examinations, for example the Year 6 SATs, children can be supported one to one, have timed breaks, be granted additional time or be in a quiet setting to avoid distractions.

In the case of children with hearing impairments, visual impairments or medical needs equipment and training is provided by the NHS or specialist teachers.

Some school staff have received First Aid training. This training is updated regularly to fulfil legal requirements. The school nurse provides training for other medical conditions as the need arises.

Reviewing and Evaluating Outcomes

What the school provides

Parents contribute and take part in annual reviews and receive copies of all relevant paper work concerning their child. Pupils are also asked to contribute to the review process.

Targeted Learning Plans and/or Emotional First Aid Plans are produced termly, depending on the circumstances and pupil. The school operates an open-door policy with regards to any concerns a parent may have.

Pupil's progress is monitored at least termly throughout the school. Pupils with SEND are monitored by the class teachers and the SENDCO. Targeted Learning Plans are working documents and they are assessed and reviewed as part of an ongoing cycle involving the child, their parents, teacher and teaching assistants.

The SENDCO is available for parents to make appointments, if they have concerns or updates to share. She also hosts a parent forum and parents of SEND children are invited to this. This is an informal gathering to discuss current developments relating to adaptations, interventions and extra provision available in our school and it provides an opportunity for open discussion and questions and answers relating to SEND.

Keeping Children Safe

What the school provides

The headteacher and staff carry out school risk assessments on the building and curriculum activities annually and additional risk assessments for educational visits. Any additional needs are considered before a visit is planned.

If required a handover is carried out by the TA or class teacher to the parent or guardian. The school uses a variety of ways of communicating with parents for example a daily diary or regular chats and phone calls to fit in with their needs as well as the child's. School also has a texting, communication and email system which can be used.

There are allocated parking areas by the school for pick up and drop off points for those children who have additional needs.

The headteacher and the senior leadership team oversee each lunch break in addition to lunchtime support staff who also support children in the dining hall and play areas.

Each class has a teaching assistant who supports the class teacher each morning and some afternoons. If classes have children with additional needs, extra teaching assistant support is provided. Pupils are taught to respect each other's differences in PSHE. Through the PSHE curriculum, the children learn about the importance of promoting positive relationships.

Health (including Emotional Health and Wellbeing)

What the school provides

All medicine is recorded in a medicine folder along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their care. Care plans are passed on to the relevant class teacher and support staff and the master plan is kept in the medical needs records.

All support and teaching staff are kept regularly up to date with what action to take in the event of an emergency. When it is required, diabetes and Epipen training is provided by the School Nurse or other NHS professionals, to ensure that the relevant staff are aware of the appropriate action or medical procedure applied.

Communication with Parents

What the school provides

The School Prospectus and website contain details of all staff currently employed by the school.

The School operates an open-door policy and has two parents' evenings a year to provide opportunities for parents to discuss the progress of their child.
A parent questionnaire is also provided for parents to record their views and suggestions.

Working Together

What the school provides

There is School Council , an Eco Council and Worship Council for pupils to contribute their own views.

Speaking and listening has a high priority across the school and pupils are encouraged to express their views and listen and respect those of others.

Parents and carers are encouraged to have their say in Parents' Evenings, Annual Reviews, and informal meetings to discuss Targeted Learning Plans/ Emotional First Aid Plans.

Children are supported as necessary and a variety of outside agencies are welcomed into school including speech and language therapists, occupational therapists, physiotherapists, counsellors, social care professionals amongst many others.

The SEND Governor is active in liaising with the SENDCO and is familiar with how SEND operates in the school.

The school liaises closely with the school nurse to support pupils who may need help for their identified need or when their family needs support as a unit.

What help and support is available for the family?

What the school provides

The class Teacher or headteacher can offer help with forms if this is required.

The school has held regular forums/ workshops for parents and pupils to attend.

If a pupil required a Travel Plan to get to and from school this would be addressed by the SENDCO and headteacher.

Transition to Secondary School

What the school provides

There are strong links to local High Schools. In particular there are regular taster sessions organised by Longridge High School. We are also a feeder school for Archbishop Temple School. Other school's links are organised through shared assemblies and Longridge Cluster projects.

The SENDCO is proactive in liaising with High School pupil and organising extra visits and timetables for those children who need it to ease the transition from Year 6 to High School.

The school is also diligent about passing on information to the High School SENDCOs and Year 7 leaders.

Work is done wherever necessary to look at timetables, personnel and the layout of the High School to help those children who are on the autistic spectrum or just need extra reassurance.

Extra Curricular Activities

What the school provides

Grimsargh St Michael's operates a daily Breakfast Club and After School Club via Discovery Vine.

There are opportunities for pupils to take part in weekly sport activities including tennis, football and netball.

A range of sports is offered by the Sports Leader who has been appointed using the Government's allocation of funding for Physical Education.

Teachers and other staff also run an extensive range of clubs ranging from art clubs to choir, board games, Bible fun and board games. Outside providers also enhance the opportunities that all children are offered and there have been a range of clubs offered according to demand including drama, dance and as well as judo and eco club.

The school makes every effort to ensure that all children can attend these clubs and the headteacher has put into place arrangements to ensure that all pupils whatever their financial circumstances are able to access the clubs they wish to attend.

Efforts are always made by staff and outside providers to include and support vulnerable pupils when they take part in club sessions.