

**SEN and Disability**

**Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Baines Endowed

School Number: 02033

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| **School/Academy Name and Address** | **Baines Endowed VC Primary School, Station Road, Thornton Cleveleys**  **FY5 5HY** | | | **Telephone**  **Number** | **01253 823420** |
| **Website**  **Address** | [**www.bainesend.lancsngfl**](http://www.bainesend.lancsngfl)**.**  **ac.uk** |
| **Does the school specialise in meeting the needs of children with a particular type of SEN?** | **No** | **Yes** | **If yes, please give details:** | | |
| **No** |  |
| **What age range of pupils does the school cater for?** | **4-11**  **With an attached Pre-School for 2-4 year olds, but not run by the school** | | | | |
| **Name and contact details of your school’s SENCO**  **Team** | **Gill Finney**  [**head@bainesendowed.lancs.sch.uk**](mailto:head@bainesendowed.lancs.sch.uk)  **Sian Andrew**  **s.andrew@bainesendowed.lancs.sch.uk**  **Cheryl Davidson**  [**c.davidson@bainesendowed.lancs.sch.uk**](mailto:c.davidson@bainesendowed.lancs.sch.uk)  **01253 823420** | | | | |

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.

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| **Name of Person/Job Title** | **Gill Finney – SENCO Team** | | |
| **Contact telephone number** | **01253**  **823840** | **Email** | **head@bainesendowed.lancs.sch.uk** |

I confirm that our Local Offer has now been published on the school website.

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| **Please give the URL for the direct link to your school’s Local Offer** | **www.bainesend.lancsngfl.ac.uk** | | |
| **Name** | **Gill Finney** | Date | **01/09/21** |

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| **Accessibility and Inclusion** |
| The original school was built in 1717 and has been extended over many years. The building is wheelchair accessible and is on a single level. There is an accessible parking space available in the staff car park which can be used by pupils, parents and visitors with disabilities.  The school has a disabled toilet which was built with a changing bed and alarm system. Classrooms and corridors are carpeted, with the exception of the EYFS/KS1 corridor, to improve the auditory environment. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.  Information is available on the school website in addition to regular newsletters. Information can be provided with different sized fonts if requested. All letters and newsletters are emailed to parents allowing visually impaired parents to use appropriate software to read the letters to them.  Visual Timetables are used at a class level or an individual level where appropriate. The school has a range of IT programmes for pupils with SEND in addition to IPADs, headphones, and laptops. Interactive whiteboards are installed in every classroom. |

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| **Teaching and Learning** |
| Early identification is vital and at Baines Endowed we use a range of strategies to help us achieve this including:   * Good communication with parents about their concerns. * Discussions in school between staff raising concerns informally. * In school assessments by the SENCO Team such as BPVS, Boxhall, PIVATS and Nessy. * Outside agencies to complete assessments, such as The Language Tree and the Educational Psychologist * Monitoring of in school data to review progress at least every half term. * Regular IEP reviews with parents.   The class teacher and the SENCO Team assess and monitor the children’s progress in line with existing school practices. The SENCO Team works closely with parents, teachers and teaching assistants to plan an appropriate programme of intervention and support.  Within the classroom we have highly skilled and trained teaching assistants to support children’s learning when needed. Modified resources and extra support materials are used when needed.  We work closely with specialist teachers and outside agencies such as speech therapists, Red Marsh School, the School Nurse and Community Paediatricians to ensure that all children have full access to a curriculum which meets their needs.  Teachers and teaching assistants have access to a range of good quality Continuing Professional Development.  During assessments, children with SEND are supported in a variety of ways including one to one, timed breaks, additional time, sitting exams in a quiet setting in a small group to aid concentration. We ensure that we apply for these dispensations for all children who we feel may benefit from them.  The SEND provision map records the type of intervention a pupil is receiving, the duration, pupils’ progress throughout the school and records how much progress individuals make following interventions. The school data tracking also tracks progress and provides data monitoring for pupils receiving the Pupil Premium as well as pupils with SEND.  The school holds Equality Awareness events which focuses around SEND.  With have a variety of small groups and interventions available for children with SEND including:   * Speech, language and communication. * Teddy’s temper * Time to Talk * Socially Speaking * Nessy * Toe By Toe * The Power of 2 * Jimbo Fun for fine and gross motor skills |

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| **Reviewing and Evaluating Outcomes** |
| Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.  IEPs are produced termly or as required and copies are sent home. The school operates an Open Door policy with regards to any concerns a parent may have. We have an IEP day to which parents are invited to attend, so that they are able to review the targets alongside the staff and the SENCO Team.  IEPs and provision mapped specialist groups are monitored and evaluated on a weekly basis. |

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| **Keeping Children Safe** |
| The Head Teacher carries out Risk Assessments where necessary.  Handover arrangements can be modified to meet any needs after consultation with parents and staff.  During playtimes, there are teachers and teaching assistants present for supervision.  During lunchtime there are welfare assistants available for supervision.  PE lessons are carried out by qualified staff and there is additional SEND support available, if required.  Risk assessments are carried out for educational visits and the SEND needs of the class are reviewed carefully to ensure adequate support, including one to one support where needed.  Parents can access the Anti-Bullying Policy on the school website. |

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| **Health (including Emotional Health and Wellbeing)** |
| Medicine will only be administered if prescribed by a doctor. Parents must fill in a medical administration form and medicine is then administered by the Bursar or Office staff. Parents bring the medicine to the office in the morning and collect from the office in the afternoon.  Care plans are drawn up through a meeting with the family and the Pastoral Lead. They are distributed to all staff concerned and a central copy is kept in the school office.  In a medical emergency an ambulance will be called when necessary. Parents are called but in the event of them not being available, two members of staff will attend the hospital with a child and wait until parents arrive.  Staff who work with children with particular needs have training as appropriate, for instance in the use of an Epipen, diabetes or moving and handling training.  We work closely with our School Nurse and Red Marsh Specialist school. We also employ a local Speech and Language Therapist, The Language Tree, who will assess identified children and then provide plans for us to deliver onsite. |

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| **Communication with Parents** |
| The school website contains details of all staff currently employed by the school and the School Prospectus also provides this information.  Early in the new academic year we hold a Meet the Teacher event. The School operates an Open Door policy and has two Parent Evenings a year to provide opportunities for parents to discuss the progress of their child.  A Parental questionnaire is also provided for parents to record their views and suggestions.  We usually hold Parent Forum meetings throughout the year. School provides a written report to parents at the end of the academic year.  There is always a member of staff available at the beginning or end of the day to speak to about a concern ie if the child is not feeling well or there is an issue. |

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| **Working Together** |
| There is a School Council for pupils to contribute their own views. Children are involved in reviewing their IEPs and setting their own targets.  Parents are able to discuss their child at Parent Evenings, Annual Reviews, IEP reviews if they express a wish to do so.  Elections to the Governing Body are held in the event of a vacancy arising. |

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| **What help and support is available for the family?** |
| We have a Pastoral Lead who assists parents in a variety of ways to remove the barriers to children’s learning and who is also part of the SENCO Team.  If a family required a Travel Plan to get their child to and from school, this would be dealt with by the Pastoral Lead, SENCO Team and Head Teacher if required. |

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| **Transition to Secondary School** |
| Each year pupils from Year 6 visit their new Secondary School for taster sessions and also Secondary Teachers from the local schools visit Baines Endowed, to help ease the transition from Year 6 to Year 7.  For children with significant Special Educational Needs and Disabilities, we arrange and attend transition reviews, arrange an action plan and additional transition opportunities. |

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| **Extra Curricular Activities** |
| **What the school provides**  We have a daily Breakfast Club and After School club available to all pupils.  There are opportunities for pupils to take part in music lessons and a range of clubs including Choir, Dance, Cricket, Football, High Fives and many more. These activities take place during lunchtime and after school. Most are free, however there may be a small charge for some.  All clubs are inclusive and many children on the SEND register attend regularly. |