



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Oswaldtwistle Moor End

School Number: 11025

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER  
Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>Moor End Community Primary School</b>		<b>Telephone Number</b>	<b>01254 233312</b>
	<b>White Ash Lane Oswaldtwistle BB5 3JG</b>		<b>Website Address</b>	<b>www.moor-end.lancsngfl.ac.uk</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: Special Educational Resource Unit (SERF) Specialism in Speech, language and Communication</b>	
		<b>x</b>		
<b>What age range of pupils does the school cater for?</b>	<b>Ages 3 -11 Mainstream and SERF Ages 4 -7</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs. Mellanie Crowther</b> <a href="mailto:mcrowther@moor-end.lancs.sch.uk">mcrowther@moor-end.lancs.sch.uk</a>			

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.

<b>Name of Person/Job Title</b>	<b>Mr Andrew Martin</b> <b>Head teacher</b>		
<b>Contact telephone number</b>	<b>01254 830 231</b>	<b>Email</b>	<b>head@moor-end.lancs.sch.uk</b>

### **Promoting Good Practice and Successes**

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

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>8882107</b>		
<b>Name</b>	<b>Moor End Community primary School</b>	<b>Date</b>	<b>20.9.16</b>

**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc.  
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

### What the school provides

The school was built 1930 and is fully wheelchair accessible from outside. To ensure all access for pupils and parents with disabilities the school has ensured that a selection of doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. The building also has a number of different levels which means that there is not access to all areas. The hall and dining area is one of those areas.

There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise. Two classrooms are located on the second floor with no lift access.

Information is available on the school website and a community noticeboard in addition to regular newsletters.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN including; IPADs, headphones, netbooks, computers and interactive whiteboards installed in every classroom.

We pride ourselves on being a very inclusive school. We are open and honest with parents about our ability to meet their child's individual needs. On occasion this may result in us identifying alternative settings where those needs can be met fully.

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- 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?

### What the school provides

Early identification is vital and outside agencies can help advise on the provision of intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices.

The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS, Hendon Brook and the local special school. Each class has the benefit of at least one Teaching Assistant.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHs (Diabetes Nurse etc...).

In the case of children with ASD links can be made with the local special school, White Ash to provide targeted support whilst sharing good practice and resources.

Staff are regularly offered professional development opportunities and are readily encouraged to implement new strategies.

All staff have received first Aid and Epipen training. In addition, 2 TAs are trained to offer support with speech, language and communication and 1 other TA has been trained to support pupils with ASD. The SENCO is a specialist in speech, language and communication and has achieved the National SENCo Award.

The school is Makaton friendly accredited.

When sitting examinations children with SEN can be supported 1 to 1 (Statement or EHC), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN 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 Lancashire E- Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

## **Reviewing and Evaluating Outcomes**

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### **What the school provides**

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. Learning Journeys are produced termly depending on the circumstance and pupil and the school operates an Open Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and Pupils with a SEN Statement or EHC are monitored also on the Provision Map.

Assessment procedures in school are robust and monitored at every stage. We individually track every child and identify the next steps to improve attainment and achievement.

Health care plans are updated when the needs arise in consultation with health professionals, parents and the child.

Consultation with outside agencies such as medical professionals is ongoing and part of the regular evaluation schedules.

Strong support from an in house learning mentor also ensures pastoral support and a determination to reduce all barriers to learning. We pride ourselves on providing a

rounded education that takes into account the whole needs of every child and this is constantly evaluated and monitored to make sure we are a truly inclusive school.

### **Keeping Children Safe**

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

### **What the school provides**

The Head Teacher and governors carry out Risk Assessments where necessary.

If required a handover is carried out by the SSA, a T/A or class teacher to the appropriate parent/carer.

A member of the teaching staff is available each lunch break in addition to lunchtime support staff who also supervise children in the play areas at playtimes and lunch times.

Support is available in every class but some classes have additional adult support if required This is needs led.

Parents can access the Anti-Bullying Policy on the new school website.

We have developed a selection of safeguarding materials that provide those identified children with the knowledge to keep themselves safe. This works alongside our sex and relationship policy and scheme of work that also tackles issues related to growing up and managing changes.

### **Health (including Emotional Health and Wellbeing)**

- How do you manage safe keeping and administration of 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?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

### **What the school provides**

All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child.

Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records. All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.

In addition, Diabetes and Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

### **Communication with Parents**

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### **What the school provides**

#### **Methods of communication are:**

- The website contains details of all staff currently employed by the school and the School Prospectus also provides this information.
- The School operates an Open Door policy and has 2 parent 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.
- Homework diaries
- Half termly report cards
- Home school communication books in Foundation stage and SEN children
- Foundation stage hold monthly parent/school sessions
- SERF hold regular parent/school sessions
- Newsletters – whole school and class
- Curriculum overview
- School Facebook Account
- Seesaw

## Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- 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)  
How do home/school contracts/agreements support children with SEN and their families?

### What the school provides

There is a School Council for pupils to contribute their own views. Parents can have their say about their child in Parent Evenings, Annual Reviews, SEN reviews (if they express a wish to do so).

Elections to the Governing Body are held in the event a vacancy arises.

We also have a track record of encouraging parents and members of the local community into school as volunteers and employing them as teaching assistants.

Home school agreements emphasise working together.

On entry to school families are asked to disclose any disabilities or learning needs so we can ensure access to communication is inclusive (e.g. signing at parent's evenings)

SEN governor to represent parents needs on the governing body.

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

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

### What the school provides

Support from the SENCo is available; contact can be made via the school office. Full time access to a learning mentor who works alongside families to help and support parent's where appropriate or will sign post them to other agencies.

Liaison with travel services for SEN children. Referrals to Information, Advice and Support (IAS) Services (formally Parent Partnership) are available on request for SEN children.

### **Transition to Secondary School**

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

#### **What the school provides**

Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7. The SENCo works closely with all schools to share information and aid a smooth transition.

### **Extra Curricular Activities**

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

#### **What the school provides**

Moor End operates a daily Breakfast Club and After School club available to all pupils at an additional cost.

An additional breakfast club is provided by the learning mentor for targeted children using the Pupil Premium funding.

There are opportunities for pupils to take part in Football, High5, ICT, homework club, choir, Makaton and art club all free of charge.

A variety of outside sports providers come in to school on a weekly basis providing opportunities from dancing to dodgeball.

The Clubs are available to all the pupils in the designated age range assigned to that activity. Children entering Reception are assigned a Buddy from Year 5. Buddies also help Reception children during Lunch in Autumn Term to help new pupils settle in to normal School routines.

A selection of Year 4 pupils provide a scheme called friendly faces to support children during break and lunchtimes.