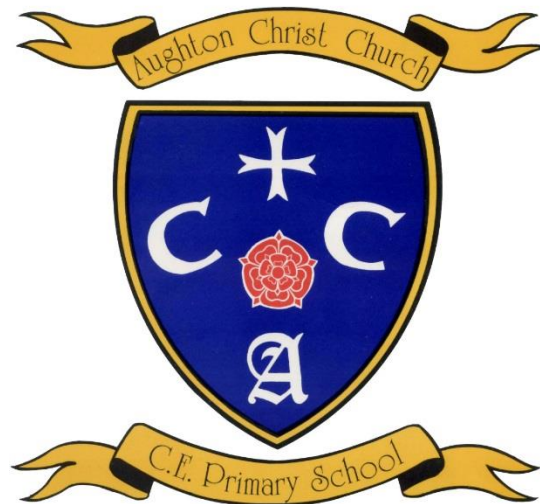


Aughton Christ Church C of E  
Primary School  
**SEND and Disability Local  
Offer**



**Reviewed: January 2025**  
**Next Review date: January 2026**

# **SEN and Disability Local Offer**

## **School Information**

Aughton Christ Church C.E. School  
Long Lane  
Aughton  
Ormskirk  
L39 5AS

**01695 421391**

**HEADTEACHER - Mr David Kennedy**

**E-mail - [head@augtonchristchurch.lancs.sch.uk](mailto:head@augtonchristchurch.lancs.sch.uk)**

**SENDCO - Miss C Geeson**

**E-mail- [bursar@augtonchristchurch.lancs.sch.uk](mailto:bursar@augtonchristchurch.lancs.sch.uk)**

**SEND Governor- awaiting appointment. Contact – Chair of Governors – Neil Heyes**

**Website - [www.augtonchristchurch.lancs.sch.uk](http://www.augtonchristchurch.lancs.sch.uk)**

**Number of children on roll – 200**

**Age range of pupils in school - Ages 4-11**

## **The Local Offer covers the following areas:-**

1. Accessibility and Inclusion
2. Teaching and Learning
3. Reviewing and Evaluating Outcomes
4. Keeping Children Safe
5. Health (including Emotional Health and Wellbeing)
6. Communication with Parents
7. What help and support is available for the family?
8. Transition to Secondary School
9. Extra-Curricular Activities

## **1. Accessibility and Inclusion**

- The school site is fully accessible being on one level with disabled access.
- There is a disabled parking space at front of school.
- There is a fully accessible disabled toilet, shower and changing facilities.
- School is able to provide enlarged copies of all documents.
- Steps and handrails at the rear of the school are marked in Highly Visible paint.
- Classrooms are carpeted and all have blinds to promote acoustically suitable environments for pupils with Hearing Impairment.
- Furniture is suitable for a wide range of disabilities.
- We have teachers fluent in French and German.
- We work with external agencies in conjunction with our own trained staff, to assess the needs of individuals and provide the appropriate specialist equipment, aids or technology.
- We work closely with a variety of external professionals to ensure accurate access to training and deployment of resources.

## **2. Teaching and Learning**

- School liaises closely with local nursery settings so is aware of children's needs before starting school.
- School holds meetings with all new parents to discuss each child's needs before starting school.
- Children are assessed on entry – baseline.
- The SEND Code of Practice (2015) stated that 'All teachers are teachers of children with SEND.' Class teachers are responsible for planning a broad and balanced curriculum for *all* members of their class. Learning may be differentiated in order to support the needs of the class.
- Quality First Teaching strategies will also be used in the classroom to ensure that all learners are included in accessing the curriculum.
- There are support assistants in each class with a range of expertise.
- School has links with a wide range of agencies such as Speech Therapy, Educational Psychologist, Occupational Psychologist, Physiotherapy, children's counselling services.
- One to one specialist teaching for children with high level needs.
- Readers, amanuensis and additional time are provided for children with additional needs during SATs and other tests.
- Teaching assistants provide individual and group support for the broad spectrum of need.
- Teaching assistants work closely with the class teacher and SENDCO to provide an appropriately differentiated and resourced curriculum.

### ***3. Reviewing and Evaluating Outcomes***

- For children with an EHCP, annual review meetings are arranged by SENDCO. Pupil, parents, staff and agencies involved with the child are all invited to attend.
- Termly Passports are written for all children identified with additional needs. Meetings are arranged with parents to discuss progress and develop and share targets.
- We use a wide range of assessments to monitor each child's progress including teacher's assessments, Passport to Learning outcomes and targets, KLIPs and the Lancashire Tracker.
- A nominated governor with specialist expertise meets regularly with the Special Educational Needs and Disability Co-Ordinator and reports back to the Governing body.

### ***4. Keeping children safe***

- Risk assessments will always take place when a child's needs have been assessed and a detailed care plan will be produced with advice from external agencies including the school nurse and parents
- We have a disabled parking place at front of school where children with very specific needs can be dropped off and a teaching assistant will be there to assist the child into school
- Where necessary an additional welfare assistant will be employed at lunchtime to support a child with additional needs
- Whenever a child with additional needs is doing PE or on a school visit or holiday a named Teaching Assistant will be present to support them as necessary.
- All school policies are on school website.
- The school provides a safe environment and supervised support for children at break times and lunch times.
- Children are released to adults after school subject to safeguarding procedures being carried out.
- All school visits are processed through 'Evolve' system and risk assessments are attached and checked by the Head teacher.

### ***5. Health (Including Emotional Health and Wellbeing)***

- Prescribed medication can be given by head teacher or assistant head teachers and will be kept securely in office or refrigerator.
- Care plans are drawn up in consultation with school, school nurse, family and all agencies involved and are kept in a file in class.
- Copies of the Care plans, and details of medicine administration are kept in a file in the school office.
- All classes have lists of children with allergies, and inhalers clearly visible in the classrooms.
- A medical board, placed outside the staff room has photographic identification and copies of care plans are available for all staff including welfare staff.

- All staff are encouraged to take part in appropriate training and courses are recommended to staff by SENDCO and head teacher.
- School is able to work with a variety of agencies including Speech Therapy, Counselling, Physiotherapy and Occupational Therapy.
- Any medications such as inhalers need to be clearly labelled to identify the child to whom it belongs and school request parents to do this.
- Medication should be checked for expiry dates and parents are required to replace if necessary.
- Staff are briefed by the school nurse regularly about children with medical needs. Additional training for staff is arranged via the school nurse or specialist nurse practitioners.
- All staff have undertaken First Aid Training. In addition, Early Years staff have had specific paediatric training.

## ***6. Communication with Parents***

- School ensures that parents are introduced to all relevant staff at the earliest opportunity.
- If request is urgent staff will meet with parents immediately but staff are always available at end of school day to meet with parents.
- Termly parents' evenings are held and if necessary additional meetings are arranged to discuss Passports to Learning – SEND Support Plans.
- School has an annual open day in the autumn term but parents can visit school by appointment on any school day.
- Parents are able to post comments on OFSTED Parent View board.
- Home school diaries are used for some pupils with additional needs.
- We hold meetings for new parents in the Early Years Foundation Stage and an annual 'Meet the Teacher' in September.
- School has a weekly newsletter to keep parents informed and regular updates on the school website.
- If parents/carers wish to see the Head Teacher an appointment can be made through the school office.

## ***7. Working Together***

- School has an active school council.
- Regular parents' evenings are held where parents can discuss their child's education and staff are available at end of day to discuss issues as and when they may arise.
- School liaises closely with health, social care, SENDIAS and a range of agencies
- Parents sign a home/school contract which is a three way agreement between, parents, child and school.
- Children with additional needs are involved in their annual review and Passport to Learning outcomes.

## ***8. What help and support is available for the family?***

- Transition plans
- School visits
- Sign post to agencies including SENDIAS
- SENDCo is able to meet with parents and explain the SEND support available including assessment for EHCP

## ***9. Transition to Secondary school***

- The school will ensure that children who require additional visits or nurturing sessions have increased access and provision made prior to starting their new school.
- Y6 transition review meeting with all agencies.
- All Y6 children have a 'visit' day to their new setting.
- Additional visits can be arranged for a child with SEND and will be discussed with parents/carers at the transition review in the summer term of Y6.
- Staff are able to accompany children to new school setting prior to transition if required.

## ***10. Extra-Curricular Activities***

- School has breakfast and after school clubs open to everyone in school.
- Various clubs are held at lunchtime as shown on website. Clubs run by school staff are free but clubs run by outside agencies may involve a cost.
- All our clubs and activities are open and inclusive to all children in school as are our school trips and holidays.
- If children find it difficult to make friends, staff are able to put a buddy system into place within their class.

**Review: January 2026**