



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special  
Schools and Academies

Name of School: **Singleton C of E School**

School Number: **04 033**

## 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>	Singleton Church of England Primary School. Church Road Singleton Poulton-le-Fylde FY6 8LN		<b>Telephone Number</b>	01253 882 226		
			<b>Website Address</b>	<a href="http://www.singleton.lancs.sch.uk">www.singleton.lancs.sch.uk</a>		
<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>What age range of pupils does the school cater for?</b>	4- 11 years					
<b>Name and contact details of your school's SENCO</b>	Leonie Millward <a href="mailto:Leonie.millward@singleton.lancs.sch.uk">Leonie.millward@singleton.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>	Leonie Millward S.E.N.C.O.		
<b>Contact telephone number</b>	01253 882 226	<b>Email</b>	Leonie.millward@singleton.lancs.sch.uk

## 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>Name</b>	Leonie Millward	<b>Date</b>	<b>Date first published</b> 16.05.2014 <b>Last reviewed</b> 15/06/23

**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 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 (e.g.; ancillary aids or assistive technology?)

### What the school provides

Singleton school is accessible to wheel chair users. The following doors are ramped;

- Fire exit from the Old hall / dining room
- Double door access from the new Hall –is fully ramped

The corridors and classrooms are accessible to wheel chair users although it should be noted that the classrooms pose restrictions in some areas as they are small and also due to the age of the building there are some quirky spaces. The corridors also double up as cloakroom areas.

Centrally located is the disabled toilet, which has a sink and an alarm switch.

The building is very limited in capacity as the school is very small and in places very old. Other than a Disabled toilet we have no other specialist areas – so for example we do **not** have changing facilities, break out spaces, a medical room or a sensory area etc.

Outside the main school gate is **one** reserved disabled parking space. It should be noted, that the pavement outside school is very narrow in parts and not necessarily wide enough for wheel chair users. There is very limited parking for staff within the school grounds, parents park on the roadside. As with any school, there is a high level of traffic at drop off and pick up times.

We are happy to translate any of this information if required. All parents and carers receive updated emails and text messages. We have an up to date website.

All furniture in school is modern, less than 10 years old but we have no specialist furniture or equipment.

We have a very limited amount of specialist resources, such as wobble cushions, special computer programmes and coloured overlays. We have no specific specialised equipment such as ancillary aids.

## 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

Singleton School is a smaller than average school, which has mixed aged classes. However, the classes are **not smaller** than average they have 30 + children in the class. Being mixed aged classes means that essentially there are 2-year groups in one class rather than just one. Therefore, as the children go through school at some stage, they are the youngest in the cohort and at other stages, they are the oldest in the cohort.

The mixed age classes mean that there is a vast ability span in each class, which is not without its challenges. Being a small school, we are limited to the amount of staff we can afford but we ensure that each class has one part time TA supporting in the morning **only** to assist with Literacy and Numeracy. In the afternoon, there is no additional support in any of the classrooms, only the class teacher. The same teacher teaches the children for 2 years. We do not have any specialist Teaching Assistants.

Singleton school liaises with pre-school settings and parents and carers before the children begin school. Early identification is vital and outside agencies help and give advice on the provision of intervention strategies.

Children are assessed within the first two weeks of school entry. This is called base line assessment. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The head teacher, the SENCO and the class teacher monitor the children's progress in line with existing school practices.

The SENCO and class teacher plan an appropriate programme of intervention and support. This is called an Individual Education Plan. (IEP) This plan will set out specific targets for that child. These targets are implemented and the class teacher, SENCO and head teacher monitor progress.

Our aim is to ensure that each child is provided with support and intervention in order to help them to realize their full potential. However, as a small school with a very small budget there are limitations as to the amount of additional intervention what we can provide, we therefore have to identify and **prioritise the needs of the children each term**. Limitations within staffing and limitations within the building in terms of specialist areas do present barriers as to what we can achieve.

Intervention programmes are tailored to the children's needs. Support staff are deployed in intervention according to their strengths. The Head teacher / SENCO assesses the provision map every term. It is updated to ensure the children's needs are being addressed – but given staffing limitations, it does reflect **priority** of need each term.

Assessment takes place every term and every child's progress is monitored. Any child not achieving expected progress where possible is placed on the provision map.

We have four different provision maps; -

- Cognition and learning support
- Emotional, social and behaviour support
- Communication and interaction support
- Sensory and Physical support

In some cases, school may seek the support and advice from outside agencies. For example, the educational psychologist, speech and language, occupational therapy, behaviour specialists and sensory specialists.

Training and support is provided for staff to meet the needs of specific children.

We employ a part time Learning Mentor within school; she plays a key role in supporting children with emotional, social and behavioural needs. She works alongside the children and the parents providing ongoing liaison between home and school. She works for 10 hours each week and supports children and families based on 'priority needs'

## 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

All pupils are monitored through the rigorous assessment procedures that we have in place in school. Children are set targets in line with their ability and in addition are

supported through the provision mapping system, which is implemented to support their continued development and progress. Assessment weeks take place 3 times a year and full analysis is carried out at this time, this then feeds into;-

- Pupil progress review meetings (between Assessment Lead / SENCO and class teacher)
- Provision Map review and evaluation – carried out by SENCO and Assessment Lead after the assessment data is analysed.
- IEP reviews / evaluations (IEP's are reviewed at the beginning of each term – so 3 times a year – assessments are carried out towards the end of each term – so they feed into the targets)

Children on the provision map are monitored throughout the term.

IEPS are rewritten each term and parents are invited in to discuss and evaluate progress. Within this meeting, next step targets / actions are also identified.

Children with statements / EHCP have an annual review meeting and as many TAC (team around the child) meetings as required (usually no more than one a term)

Numerous professionals may be supporting children with additional needs and in this instance, we hold between 1 - 3 TAC meetings a year. These are organised by the Learning Mentor and focus on evaluating provision, practice and progress and planning next steps. The outcome of these meeting may feed into IEP's.

School has an open-door policy. Parents are encouraged to organise a meeting with a member of staff if they have any concerns. An on-line parents evening is held in the autumn term, followed by a face to face parents' evenings. Reports are sent home at the end of the year. Children with an IEP have 3 formal meetings a year – outside of the scheduled parents' evenings. Open afternoons are held once a term.

## 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

Risk assessments are in place for curriculum as well as premises and events/ trips.

Personal risk assessments are written for some children with additional needs that may require one.

The Governing Body SHE committee reviews risk assessments. Staff understand that if they need to modify a risk assessment to suit a particular activity then they must bring this to the SHE Committee's attention. Staff are aware that a risk assessment needs to be in place for specific activities, these will be visible in each classroom.

All children with medical needs have individual medical care plans. Important information relating to these are located around school. For example, next to the office phone – so that exact information can be given should an ambulance be required.

The school has a locked front door, which can only be opened from the inside. All visitors must enter by the front office and sign in. There is a secure holding area for all visitors.

No child is allowed home unless the member of staff has seen a parent or carer.

All doors facing the outside can only be opened from the inside. Children are not allowed in the classrooms/ or any area within school by themselves.

Playtimes and lunch times are fully supervised but there are no additional staff employed to provide individual support.

All staff within school are fully trained on; -

- Using the lollipop Stick and stopping traffic
- Road safety training.

All school trips are subjected to a thorough risk assessment. A member of staff undertakes a pre-visit.

All of the children are encouraged to attend the trips. If a child has specific need, we aim to where reasonably possible ensure that this is addressed so that they are not excluded.

The governing body approves the residential trip. A parent's information evening is held before the residential visit,

The centre we visit, Tower Wood, is an approved centre with all safety procedures in place.

Within school, support is available to every class. In some cases, a child may have their own support in place.

Parents can access the anti-bullying policy on the school website.

Singleton school underwent a health and safety audit in March 2021. It was deemed to have no corrective actions

The school day is 8:40am – 3:15pm. The school is situated in a semi-rural location and as such, the road outside school is narrow as is the pavement. The road is usually congested at pick up and drop off times. There is no designated car park for parents and very limited parking for staff. Staff and parents tend to park on the roadside. There is however, additional car parking available at the local park, which is a 5-minute walk



from school, but this does require crossing a main road. There is **one** disabled parking bay located outside of the school gates.

### Health (including Emotional Health and Wellbeing)

- How do you manage safekeeping 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

As a small school with limitations within the size and structure of the building we do **not** have a medical room on site. All children with specific medical needs have Medical Care Plans, which are written by the relevant medical professional in conjunction with the child's parents.

Summary cards with Photo ID are available for staff in each classroom and in the staff workrooms and office. So that all staff have easy access to protocols / procedures and needs of that child. Care plans are given to the class teacher and a copy is kept in the SEN file.

Medicines where appropriate are kept in a locked cabinet, along with the correct dosage. Recording sheets are used by staff if they have to administer any medication to children. For some children such as those suffering from severe anaphylaxis / type 1 diabetes - medication is kept with the child – however this will form part of the Medical plan

5 staff are first aid trained.

Staff involved in delivering the medical care for pupils with a medical care plan will receive training from a medical professional and this training will be regularly refreshed as guided by the medical professional. All staff are conversant with the appropriate actions and medical procedures 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 (e.g. 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**

The school website contains all details of the staff currently employed in school. The school operates an open-door policy and parents are encouraged to make an appointment with staff if they have any issues or concerns.

Parents receive a monthly newsletter, texts and e-mails.

There is an online parents evening held in the autumn term followed by a face to face parents' evenings in the spring term and reports are sent out at the end of the year. We hold an open afternoon every term (3 per year) Parents are also invited in to watch class assemblies (3 times a year) and to prize giving (3 times a year)

All staff release their class to parents on the playground each night and they are then available to talk informally to parents.

Our Learning Mentor – supports / meets with parents more regularly depending on the circumstances. Parents know she is available some afternoons and after school should they need to speak to her. Parents can make appointments to see her via the school office.

We encourage parents to ask to talk to teachers, straight after school if they have a worry or concern – this is the open-door policy.

All children on IEPs are monitored and teachers meet with their parents at least every term.

In some cases where specific procedures are being followed, we may ask parents to meet more regularly.

A parent's questionnaire is distributed every year. Parents can express their views and suggestions, these are evaluated at Governors meetings

We aim to inform parents of all significant events with maximum notice.

A monthly newsletter is sent to all parents.

### **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**

In Singleton School, we value the opinions of the parents and carers and the children. Parents can answer a questionnaire each year in which they can express their views and make suggestions.

Children are given a voice in school.

They complete a questionnaire each year.

We have a Junior Leadership Team, which is made up of our Y5 / 6 pupils. The children have to prepare a speech and apply for the various leadership positions in school; they are selected by the staff. They then work with the staff on the School Improvement Plan and attend Governors meeting in their capacity of the 'Pupil Voice.' We also have **Reflective Christian Leaders** these are children from Y1 – Y6 democratic voted and elected by the children. The **Reflective Christian Leaders** meet each week to discuss relevant school issues. They take their information back to the school at Friday's assembly. They also lead worship within the school.

**The Reflective Christian Leaders** have their own interactive display board.

Our three open afternoons a year, provide opportunities for parents to come in school and work with their children on an activity. This also gives an opportunity to informally chat to the class teacher.

Parents of children with additional / special needs have 3 formal meetings with the class teacher a year to discuss / evaluate progress and targets.

If external professionals are involved within the provision for a child, parents may also attend up to 3 TAC meetings a year.

Parents also have the opportunity to meet with the learning Mentor / SENCO should they require.

We also run Learning mentor coffee mornings – where the Head and learning Mentor are available for a chat and literature is provided to support parents.

School liaises with parents of children with additional / special needs and seeks their input for referrals such as CAF's.

Elections to the governing body are held in the event a vacancy arises. These elections are made available to all parents and carers.

Election information can be translated or can be transcribed in braille or made into audio recording.

### **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**

Singleton school has a part time Learning Mentor.

They provide support and advice for children and their families. They have access to a network of support that some families may want to access.

The Learning Mentor liaises with all of the professionals involved with a child. We have links with the local children's centre.

If a parent or carer requires help in completing paperwork, we can support with this.

Some of the paperwork we complete together as a matter of course.

Parent workshops are held in the autumn term. These provide information on supporting children in their reading and writing.

In the summer term, we hold informal coffee mornings where parents are provided with information on positive parenting.

If parents have concerns on specific issues, we aim to contact the relevant services in order to provide the necessary help and support.

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## Transition to Secondary School

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

### What the school provides

We aim to provide supportive transition for all of our pupils. Before children begin school, they are invited to attend induction mornings in June and July. Each new child has a 'buddy' from year 5. This 'buddy' is there to provide a friendly face for the new child. The 'buddy' writes to the children before they start school.

Parents of the new starters are invited to school in June. They are encouraged to have a one to one meeting with the Reception teacher in the first two weeks of September. At this meeting, they can discuss any issues they may have.

An informal parent meeting where the parents can meet the new class teachers precede transition to year 1.

Within school, the Learning Mentor plays a significant role with children that find moving into a new class difficult. We also have in-house transition days.

Transition to high school is an important priority.

We have strong links with some of our local secondary schools.

Prior to secondary school, the children in year 6 make a visit to their school of choice. If we feel it is necessary we will arrange for some children to have extra visits.

In the summer term, the secondary schools send a teacher representative to meet their new pupils.

The year 6 teacher and secondary school teacher liaise.

## 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

Singleton school has a before and after school club – which is run by a third-party provider called Acorns. This opens from 7.30am until the start of the school day. It can provide breakfast if required.

After school Acorns operates from 3:15pm until 5:30pm. Each child is provided with a healthy snack. These clubs offer a variety of activities.

Singleton School provides a number of lunchtime and after school clubs. These include R.E. club, reading club, brass, singing and LAMDA dram.

A number of professionals come into school to provide specialist lessons. These include trained LAMDA, peripatetic singing and brass teachers.

All of our children are encouraged to take part in extra curriculum activities.