

## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Gisburn Road Community Primary School**

School Number: 13042

|  |  |       |  |  |
|--|--|-------|--|--|
| School Name and Address  | Gisburn Road<br>CP School<br>Gisburn Road<br>Barnoldswick<br>Lancashire<br>BB18 5LS  |       | Telephone Number   | 01282 812287   |
|  |  |       | Website Address  | <a href="http://www.gisburnroad.com">www.gisburnroad.com</a> |
| Does the school specialise in meeting the needs of children with a particular type of SEN? | No   | Yes   |  |  |
|  | No   |       |  |  |
| What age range of pupils does the school cater for?  | Gisburn Road has a nursery and therefore supports children from the age of 3 to 11.  |       |  |  |
| Name and contact details of your school's SENCO  | Susanna Whittaker<br>Office Tel: 01282 812287<br>Email: <a href="mailto:senco@gisburnroad.lancs.sch.uk">senco@gisburnroad.lancs.sch.uk</a> |       |  |  |
| Name of Person/Job Title   | Susanna Whittaker  |       |  |  |
| Contact telephone number   | 01282<br>812287  | Email | <a href="mailto:senco@gisburnroad.lancs.sch.uk">senco@gisburnroad.lancs.sch.uk</a> |  |
| Please give the URL for the direct link to your school's Local Offer                       | <a href="http://www.gisburnroad.com/localoffer.php">www.gisburnroad.com/localoffer.php</a>   |       |  |  |
| Name   | Susanna Whittaker  |       | Date   | 22/11/22   |

## Accessibility and Inclusion

Gisburn Road School was built in the early 1900s. It is situated just outside the centre of Barnoldswick town, on the main road.

There are two separate buildings, which make up the school site.

### Nursery/Reception and YR1 building

- The infant building is situated at the top of site.
- The infant building can be accessed directly from the street that runs behind the school or up through the playgrounds from the main entrance.
- There are a number of steps between the two playgrounds.
- There is additional parking at the infant building.
- Access into the infant building is via a ramp, which are steep in both directions.
- There are no disabled changing or toilet facilities in this building.

### Junior Building

- The junior building is accessed via the steps at the main office building.
- The ground floor of the junior building is accessible to wheel chairs.
- There are disabled toilet facilities in the junior building and the adjoining Children Centre.
- There are stairs up to the first floor so this area is not accessible to people with mobility difficulties. The library and staff offices are on this floor.

Information is given to parents in a number of ways;

- Weekly newsletters are sent home via pupil post on a Friday or parents can opt into have this emailed.
- Text updates and messaging services.
- The school website contains up to date information about the school and events.
- Events and important news is shared on Facebook and twitter.

Information is produced in a variety ways to suit the needs of parents on request. Teaching and office staff, are always available to read letters, discuss information and help parents to complete forms when required. Parents make contact with the office in the first instance and are then directed to the appropriate person as required.

School has one full time Learning Mentor and one SEN TA who support children across the school. They also work in partnership with families to improve outcomes for all children.

Around school, signs and displays celebrate the learning which takes place.

Within the classrooms, displays are designed to support and enhance learning for all children. Classrooms are equipped with electronic whiteboards. Staff use contrasting colours on their boards which enable children with reading difficulties to gain full access to learning.

There are computers available in each classroom and a bank of up to date iPads plus a laptop trolley. A weekly visit from a technician ensures that all equipment is working and fully updated. Extensive use is made of these technologies across the school to support personalised learning.

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

## Teaching and Learning

Early identification of a special educational need is of utmost importance, so strategies can be implemented to allow the child to reach their full potential. At Gisburn Road we have high expectations for all our pupils. Class teachers assess and monitor all children's progress in line with existing school practices, both summative and formative- on a daily basis and every term.

Progress is monitored and tracked for all children using the termly assessments and the school tracking systems. This information is shared with SLT at progress meetings held every term.

If the data analysis suggests a child is not making the progress expected each term, then the class teacher would inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. This would be delivered by Teaching Assistants in school, following structured, recommended programmes.

The schools 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 School Target Tracker also tracks progress and provides data, monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

If the data analysis shows a child has not achieved the expected progress whilst receiving intervention then an IEP would be written in partnership with parents. This would include SMART targets and work in partnership with outside agencies that can support and advice school on the targeted provision.

Agencies school liaise with are; IDSS, virtual school, Speech and Language Therapy, Occupational Therapy, paediatricians, Educational Psychologists, Play Therapist, Children Centre support worker.

A graduated approach is taken through the Assess, Plan, Do Review cycle. If progress is still not being achieved, through discussion with the area SENDO, an EHCP request would be submitted.

When sitting SATs, children with SEN can be supported, e.g. 1 to 1, with timed breaks, additional time, in a quiet setting to aid concentration, in accordance with the guidance.

Staff training is up to date and current. Different staff are trained in different special areas to give a breadth of knowledge in school. Training is matched up to the needs of the children at any given time.

## Reviewing and Evaluating Outcomes

All children receiving intervention within school, as a small group will be tracked to ensure progress is being achieved.

Children on an IEP will have these reviewed termly. Progression against targets will be monitored and reviewed and next steps identified. This will be done in partnership with parents.

Pupils are also asked to make a contribution to the review

SEN and Pupil Premium pupils are also monitored on the School Provision Map. Progress is then evaluated against age-related expectations and the achievement of the child since the last review.

At the summer term review for Year 6 children, the SENCOs from the receiving schools are invited to attend to ensure the correct provision is in place and that any further transition needs can be supported if necessary.

The local school cluster provides a parent support co-ordinator who works with the schools and families to provide further support during transition to Key Stage 3.

In addition to academic progress and attainment, school also monitors behaviour/incident logs, attendance, attendance at after school and in school clubs, the participation of these children in all school based activities and provision. All activities are fully inclusive and SEN children are expected to participate. This includes educational visits on and off the school site.

The LA representative (SEND0) works with the school to support their application for an EHCP.

The school operates an Open Door policy with regards to any concerns a parent may have at any point within the school year.

## **Keeping Children Safe**

The Head Teacher, as Premises Manager, with the Site Manager, carries out all Health and Safety Risk Assessments where necessary and ensures staff are made aware of the updated risk assessments.

All staff, including support staff and welfare receives annual Health and Safety training, and Fire Safety Training, at the beginning of each academic year.

Visits to and from the Gisburn Road School site are subject to comprehensive risk assessments in order to ensure the safety of everyone involved. Children with medical and SEN/D needs are identified and appropriate provision is made to include these children. The EVC, which will include specific medical information and named children, will travel with the trip leader throughout the duration of the visit. Parental signatures are required in order for prescribed medication to be administered. This also applies to travel sickness tablets, hayfever and headache medication. A written log is kept of all administered medications. On occasions when the medical needs of the child are beyond general administration of medicines, parents can be invited to accompany their child on the visit.

When out of school, all accompanying adults wear high visibility jackets which identify them as a group and to the children. All children wear a wrist band with school contact details on in case of loss. The recommended ratios of adults to children are always adhered to with extra staff being taken when a need is identified to ensure safety. On occasions parents are invited to accompany their child who may present a risk without them thus ensuring their inclusion on the visit.

At Gisburn Road School we have a number of entrance points which access the site. These all open onto busy roads at the beginning and end of the day. The crossing over the main road is manned at both ends of the day. The yellow zig-zag lines at the other entrances ensure that there are no parked cars for children to run into and there is a clear view of the road in all directions.

### Arrival/ Departure

- Nursery children are taken into the building by their adults and collected from the Nursery entrance for all sessions.
- Infant children are brought into the school yard. The door opens at 8:45 am and they can go straight to their class where their teacher will be. At the end of the school day the teacher leads the class to the playground and hands them over to the identified adult for collection.
- KS 2 children gather in the school yard at the beginning of the day. The door opens at 8:45 am and they can go straight to their class where their teacher will be. At the end of each day the children are led out of school via their nearest exit point, where some children are collected and others take themselves home. This is with signed agreed parental consent. Families have a family password in order to ensure children are handed to the right adult.

There is limited onsite parking and only one designated disabled space. This is located near the outside lift and ramp which allows wheeled access to the Children's Centre and the KS 2 building. Wheeled access to the other buildings is by arrangement where possible.

Teachers have annual Child Protection training. The Head is the DSL with the Deputy Head teacher as the deputy DSL.

Concerns can be raised at any time regarding a child's welfare following the school's reporting procedure. All concerns are kept on file and acted upon.

There are 11 members of staff on duty over lunchtime this is made up of welfare supervisors, TAs and Learning mentors some of whom are First Aid Trained. There is also a senior leader on duty each lunch time. Staff have had additional training from Jenny Mosely and engage children in play through zones.

Gisburn Road School takes incidents of bullying very seriously. Any incidents are dealt with immediately and are logged. Through the SEAL programme, children spend curriculum time every year to highlight what bullying is and how to deal with it. School have worked closely with the local PCSOs to enhance children's understanding of their role in preventing bullying taking place.

The school has held an E-Safety Workshop for parents and pupils to attend.

The anti-bullying policy and E-Safety policy are available on the school website [www.gisburnroad.com](http://www.gisburnroad.com). Alternatively parents can request a paper copy at the school office.

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

When medication needs to be administered during the school day, this medication comes into school in its original packaging, is kept locked in the school office area and is administered by a designated member of staff. Written consent from parents is required before this takes place.

The school nurse and a member of staff will meet with parents to put together a care plan with specific details about the condition and administration of the medication. A copy of the care plan, with accompanying photograph to identify the child, is made available in each building. All staff are made aware of the specific needs and details of the individual plans. A written log is kept of all administrations.

When a child is diagnosed as having Asthma or is prescribed an inhaler, parents will be asked to complete a school Asthma Form. Children who have prescribed inhalers keep them with them at all times when they are able to use them correctly. Inhalers are kept in the classrooms in a designated box in a designated safe place. All inhalers are correctly labelled with the child's name, date of birth and class on all the component parts. When a care plan is in place, this is followed in order to correctly administer the inhaler. Young

children are supported by a staff member to ensure correct administration. The training is delivered by a qualified medical practitioner. A written log is kept.

When necessary, such as the administration of an EpiPen, staff are fully trained to recognise the symptoms and correctly administer the dosage. A care plan is drawn up by the school nurse, parents and relevant staff member. The training is delivered by a qualified medical practitioner.

In the case of a medical emergency, the care plan would be activated if applicable otherwise, school policy on medical emergencies would be activated. School will phone 999 and then contact the parent immediately. If no contact is made, a familiar member of staff will accompany the child to hospital and remain with them until parents arrive.

Those children who have an EHCP have this added to any care plan. This profile must accompany the child on any out of school activity, visit or in a medical emergency.

All school departments have a First Aid qualified member of staff including a number of paediatric first aiders.

All health and therapy services have access to the school by appointment and visits may be requested by staff and/or parents. Children will only be seen on the school site with fully written consent of their parents. These services include school nurse, dental services, paediatric development teams monitoring child development, speech and language therapists, play therapists, intervention groups requested by the Inclusion Leader and psychology services.

School has one full time Learning Mentor who support children across the school. They also work with families to improve outcomes for all children.

## **Communication with Parents**

Our open door policy encourages parents and teachers to work closely together in the best interests of every child. All class teachers, the Head Teacher and Deputy are available to meet with parents on a daily basis. Appointments are not necessary but can be arranged if preferred.

Feedback and information about progress is given at via a report card and then discussed at Parent's Evenings which take place each term. Annual reviews, termly reviews and informal conversations monitor the provision for and progress of our children. Next steps for progress are discussed in detail at these times.

Parents are invited to become involved in their child's education by attending: - parents in school days, class assemblies, curriculum related workshops, celebration assemblies and performances, school concerts, becoming a member of Friends of Gisburn Road group, helping at fund raising events, joining us at school discos, running school clubs (with appropriate qualifications) and volunteering to help in school with a wide range of opportunities.

At Gisburn Road School we hold three main concerts every year. The EYFS and KS1 children take part in a Christmas concert. The Lower KS2 children deliver their concert at the end of the spring term. Upper KS2 presents the final concert at the end of the summer term. All children participate fully in these concerts at which they perform before an audience of parents, families and friends of Gisburn Road School.

Parents are encouraged to give feedback to school either by returning slips, giving verbal feedback, by completing questionnaires, posting written feedback in the school post box (located by the main entrance), or via the Ofsted website - follow the links to Parent View.

The school Facebook and twitter page allows parents to comment on school activities.

Weekly newsletters are sent out via pupil post or email.

Text messages and emails sent to parents to keep them in touch with information and changes.

The school website contains policy information and up to date news with a calendar of forthcoming events. Class pages celebrate the experiences and learning which each class have enjoyed. Notice boards advertise forthcoming events and important information.

The school office is always available to answer queries and offer their support to parents and families and to welcome new families into school.

## **Working Together**

The School Council is elected each year with representatives from each class. These representatives pass on the views and ideas of each class to the council.

The Parent's Forum provides a platform for Parents to have their say about aspects of the school provision and their child's education which concern them.

Gisburn Road School has a Friends of Gisburn Road (FOGR) group which help to organise and fund extra-curricular activities and events.

The school governing body are committed to developing and implementing the vision of the school for the inclusion of all our children and their families. They play an active role in creating, presenting and delivering that vision to parents, staff and children. There are two parent governors at Gisburn Road. All Governors attend school regularly to keep fully informed and up to date with the everyday workings of the school.

The Governing body actively supports the commitment to working with outside agencies for the good of all the children and their families. Termly reports to governors include details of provision mapping, clear identification of need, identification of groups and individuals, progress and effectiveness evidence. In order to meet the needs of these children, the Governors are asked to support the budget for SEN.

School works very closely with Gisburn Road Children's Centre to support children and their families before and during their time with us. As part of the local school cluster, Gisburn Road School has the support of a Parent support co-ordinator who attends school on a weekly basis. She is the local CAF champion, attends TAF meetings, promotes attendance at school, sign posts families to other agencies when appropriate and is working to develop a smooth transition between KS2 and KS3 in partnership with the local High School.

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

Gisburn Road School is committed to working with all our families.

The office is usually the first point of call for information about the school and they produce all the information required for new intake families. The staff are available to support parents when completing on-line registrations and applications. They help to complete forms and advise parents of the appropriate staff member or other agency to talk to. They will make appointments to see teachers and the Head Teacher if they are not readily available. The office staff produce newsletters, keep parents informed via



email, text message, letter or telephone call to suit the needs of each family. They provide policy documents either in hard copy or electronic format from the office.

During review meetings, TAF meetings, and with the involvement of outside agencies, the SENCO is able to direct parents and families towards further guidance and support available to them.

The Head teacher actively promotes working with families by encouraging parents into school through our Open Door policy.

## **Transition to Primary and Secondary School**

Gisburn Road C P School is a feeder school for up to 5 different high schools. This varies year on year. We work in close partnership with all the school arranging transition meetings between SENCO, Years 6 and 7 teachers to exchange information with the consent of parents.

In conjunction with the Parent Support Co-ordinator, extra transition days are arranged with the local high school to help further prepare some children for KS3.

Two transition days are planned to be fully inclusive and to make transition as smooth as possible for all pupils. Information from the Primary Senco is crucial to this.

Transition from Gisburn Road Nursery into our Reception class, and other schools, is supported by visits to nursery from Reception class teachers. Gisburn Road Nursery is a feeder nursery for up to 7 primary schools. There are taster sessions at all the different schools which provide for a smooth transition into school.

Gisburn Road School presents an opening evening for the EYFS department where they welcome new families into school and support their transition. The SENCO attends this evening and is available to offer support.

The EYFS teachers undertake home visits where more personal information and details can be discussed in order to provide a smooth transition into the school. Parents can voice their concerns in private but also ensure that school are fully informed of the needs of their child before they start school. SEN provision can be discussed at this point.

SENCO will pass on information to the primary schools with the consent of parents, for children in nursery.

## **Extra Curricular Activities**

Gisburn Road School offers before and after school care for children in the main school. There is a charge for this service.

There are a number of clubs available which run after school. These include art, sport, sewing, ICT, library and cooking. These change every term. A dedicated Sports teacher ensures that as many children as possible are able to take part in a wide variety of sports, teams and activities throughout the school year.

Additional music lessons, provided by specialist teachers, are available during the school day (woodwind, guitar, singing, choir)

All clubs are inclusive and available to all on application. Extra provision is made to support children with SEND if they wish to participate.

Lunchtime buddies from upper KS2 support the children in KS1 and Reception during their break time to play and teach them games. The Learning Mentors work to support children at lunchtime so that they have opportunities to develop social communication skills which help them to sustain friendships and enjoy their break times.

When a new child joins Gisburn Road School they are allocated a 'Buddy' who will support them by showing them around school and helping them to integrate into the class. The new child will receive a Welcome to our school certificate in assembly.