



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Mayfield Primary School**

School Number: **04 044**

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.SENDR reforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Mayfield Primary School		Telephone Number	01253 723465
	St Leonard's Road East Lytham St Annes Lancashire FY8 2HQ		Website Address	www.mayfieldprimaryschool.co.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			

Name and contact details of your school's SENCO	Mrs Rachel Hinchliffe c/o school
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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.

Name of Person/Job Title	Mr Jonathon Weeden Headteacher		
Contact telephone number	01253 723465	Email	head@mayfield.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.

Please give the URL for the direct link to your school's Local Offer	www.mayfieldprimaryschool.co.uk		
Name	Jonathon Weeden	Date	05/02/2018

Please return the completed form by email to:
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

Our school is all on one level and is wheelchair accessible. We do not have accessible parking spaces as our car park is for staff use only and is locked at the start and end of the day. There is an accessible toilet for parent or child use which can accommodate a wheelchair.

We share information through newsletters, text messages and on our web site. Our Family Learning Mentor supports parents who may have difficulty accessing this information.

Our provision is accessible as the equipment and furniture are modern and of a suitable height for the age group being taught in that classroom.

We have a range of ICT resources including interactive whiteboards, iPads, laptops and specialised SEN programmes.

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

Initially our class teachers would discuss any concerns with parents and our SENCO. We seek to enlist active support from parents and we provide the child with additional learning experiences in a small group or on a one to one basis. This support will be delivered by the class teacher and/or one of our Teaching Assistants.

The child's progress is monitored by the class teacher and SENCO and intervention and support is put in place as required.

We buy Specialist Teacher support from Lancashire's IDSS (Inclusion and Disability Support Services) so that if we still have concerns we can ask for additional assessments to be carried out. The Specialist Teacher provides advice and guidance for the class teacher and a programme of work is initiated. We use this support for our professional development and to enhance our expertise. Class teachers then ensure that work is planned for children with SEN at the appropriate level.

We organise support for children with SEN in various ways. Our Key Stage 1 classes each have a Teaching Assistant in class who can provide support. In Key Stage 2 we have a team of Teaching Assistants who provide support to children on our SEN register but are not based with that class full time. They are deployed by the SENCO and Senior Management Team. This is to ensure that all children engage in independent learning and to avoid over dependence on adult support.

In terms of tests and SATs we vary the support depending on the needs of the child. The Department For Education provide guidelines for allowing extra time or a scribe in tests and we assess against these criteria. In the past we have requested additional time, used a transcript to ensure a child's answers could be read, and, had some children in a quiet classroom rather than the hall.

Our SEN provision map records the support for individual pupils and groups with similar needs. It records the staff working with each child and the timetable for that support. Our SENCO tracks the progress made by each child and evaluates the impact each intervention is having regularly.



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

Children at Mayfield with a Statement or Education, Health and Care Plan have a review each year. At that meeting parents or carers, the child, the Specialist teacher, the SENCO, any medical professionals and the Teaching Assistant or class teacher all sit together and discuss the child's progress that year.

Other children on our SEN register have an Individual Education Plan. These are reviewed at October half term, February half term and May half term. The child's progress towards their targets is discussed with parents and the new targets for the next term are explained.

The children's progress is monitored each half term by the SENCO and Senior Management Team.

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 carried out by the Senior Management Team and reviewed by Governors as required. The School Nurse meets with the SENCO/Head and parents when a specific care plan is required, for example, for diabetes or epilepsy or when a child needs crutches for a period of time.

We do not have parking areas for pick up and drop offs. At the start of each day parents can wait with their child on the playground and see them into their line. The class teachers collect the line at five to nine. At the end of the day each class teacher supervises their class to the door and hands them over to parents, or for older children, supervises them leaving school. Any children not collected are brought to the office by the class teachers for us to contact parents.

Teaching staff and Teaching Assistants supervise the children at break times and Welfare Assistants look after them at lunch. Each lunch time there is member of Senior Management Team on duty.

Children are supervised at all times during the school day. This includes lessons outside which are always staffed appropriately. When the children are taken off site we carry out thorough risk assessments and take staff and volunteer helpers to ensure the correct ratio.

Our Behaviour Policy is on our web site. This is accessed under Information, then Policies.

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

If a child requires medicine on a short term basis, such as antibiotics, we ask parents to complete a form stating the timing and the dose required and giving their consent for us to administer the medicine. We can accommodate this if the pharmacy label states that the medicine is required four times per day. The medicine would be stored in the office in this instance. The first aider would record that the medicine had been given and liaise with parents.

If a child needs an inhaler, these are kept in the classroom and taken out for PE or visits.

The School Nurse meets with the SENCO/Head and parents when a specific care plan is required, for example, for diabetes or epilepsy or when a child needs crutches for a period of time. The class teacher receives a copy and a copy is held in the office.

All Teaching Assistants and Welfare Assistants are first aid trained. In addition we have staff trained for Paediatric first aid and first aid at work.

In the event of a medical emergency we would give appropriate first aid, ring for an ambulance and contact parents.

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

On entry to school all parents are given a prospectus with that information. Parents have contact with their child’s class teacher each morning and afternoon and we hold two Parents’ Evenings per year to discuss progress.

The Head is outside on the playground each morning and afternoon for informal discussion. If a parent needs a longer discussion with the Head or SENCO it is sometimes necessary to make an appointment due to the range of commitments that they have.

Parent feedback is welcomed each year through our Parent Questionnaire. Our Parent Governors also play a vital role in keeping school informed.

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

Our children have their say through our School Council which is elected each year. Our Key Stage 2 children also take part in a Pupil Questionnaire each year.

Parents can share their views about their child’s education at Parents’ Evenings, IEP reviews, or Annual Reviews. Many of our parents have informal discussions with their child’s class teacher on a regular basis at home time.

We encourage parents to get involved in school life through PTFA, becoming a volunteer helper, or being a Parent Governor.

Our Governing Body have appointed an SEN Governor to monitor the provision for SEN pupils and the impact of our work with outside agencies.

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

We can provide support with paperwork and completing forms. This can be offered by class teachers, our Family Learning Mentors, the Head, the office staff or our teaching Assistants.

We can signpost parents to a range of support services including the Parent Partnership Team, the School Nurse, Sydney Street Neighbourhood Centre, Speech Therapy and mental health services.

If a pupil with a travel plan was admitted to our school this would be dealt with by the Head and/or SENCO.

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 have excellent links with Lytham St Annes Technology and Performing Arts College. Our children spend a day at LSA in July. The LSA English and Maths teachers visit us and deliver sessions.

Any children who may find the transition difficult are invited to join Pyramid Club for extra visits to the High School. The SENCOs will also meet to discuss the transition of pupils with SEN and individual transition plans can be put in place if appropriate.

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

We do not offer any childcare as a school, however, Brite Sparx run Breakfast Club in the Scout Hut next door and Mayfield Pre School offer after school and holiday clubs.

We offer a range of lunch time and after school clubs that include netball, football, chess, Lego, Sing Up, Maths, Languages, and gardening. These are all free of charge. We also offer sports clubs that are run by local coaches which are charged. Our staff and the professionals who come in to school are all experienced in working with children with SEN and ensuring that all children are included.

Any children joining our school are assigned a Buddy in their class to help them to settle in at Mayfield. The Y6 children volunteer to be Playground Buddies to look after the Reception children at lunch time.