



SEN and Disability

LA Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Mayfield Primary School**

School Number: **04044**

School/Academy Name and Address	Mayfield Primary School St Leonard's Road East Lytham St Annes Lancashire FY8 2HQ		Telephone Number	01253 723465
			Website Address	https://www.mayfield12.lancsngfl.ac.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 rhinchliffe@mayfield.lancs.sch.uk			

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 Glyn Denton 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	https://www.mayfield12.lancsngfl.ac.uk/		
Name	Glyn Denton	Date	12/10/2022

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, App and 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 SEND 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. At times we may involve an Educational Psychologist or another specialist. When working with outside agencies additional parental consent will be requested.

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 Leadership 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 an 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.

All children on our SEN register have a Pupil Passport. These are reviewed termly with parents although the targets constantly evolve, with new ones being set as progress is made. The Passport also contains important information such as how children see themselves and specific resources they need to use.

The children's progress is monitored each half term by the SENCO and Senior Leadership 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 or a specialist 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 bring their child onto the playground and see them walk into school. Teaching assistants and senior leaders are around at this time to pass on any messages. 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 Teaching Assistants look after them at lunchtime. Each lunch time there is member of Senior Leadership 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 or a specialist 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.

We work closely with speech therapists. NHS therapists regularly see pupils and set programmes of work for them which are followed in school.

Occasionally we may seek the input of a private occupational therapist. This would be done on the advice of other professionals.

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.

Parents are asked to follow a set procedure when contacting school and are reminded that their first point of contact should always be the classteacher. This information, along with contact details, is on every copy of our weekly news. The SENCo is often on the playground before school for informal discussion and can be contacted via email or through the school office.

Visits to our school can be arranged via the school office. We also hold open days during the Autumn term.

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 regular pupil conferencing and termly Pupil Ambassador led sessions.

Parents can share their views about their child’s education at Parents’ Evenings, Passport 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 Mayfield Together, 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, Oak Tree Family 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 High School.

Any children who may find the transition difficult are invited 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.

We have also developed good links with other local high schools – Carr Hill High School, St Bede's RC High School and Arnold King Edward School.

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 have some breakfast club provision at our Early Risers Breakfast Club although spaces are limited.

We do not offer any after school childcare however, Mayfield Pre School offer after school and holiday clubs.

We offer a wide range of lunchtime zones and extra-curricular enrichment clubs. These are all free of charge. 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.