



SEN and Disability

Local Offer:

Primary Settings Template

Mainstream, Short Stay Schools, Special
Schools and Academies

Brinscall St John's CE/Methodist Primary
School

School Number: 09060

School name and address	Brinscall St John's CE/Methodist Primary School, Harbour Lane, Brinscall, Chorley, PR6 8PT	Telephone Number	01254 830700
		Website	https://www.brinscall.lancs.sch.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No		
What age range of pupils does the school cater for?	4-11		
Name and contact details of your school's SENCO	Elin Rounding Brinscall St John's CE/Methodist Primary School, Harbour Lane, Brinscall, Chorley, PR6 8PT elinrounding@brinscall.lancs.sch.uk		
Name of Headteacher	Mrs Joanna Owen		
Contact telephone number	01254 830700	Email	head@brinscall.lancs.sch.uk
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.brinscall.lancs.sch.uk/send/		
Name	Brinscall St. John's Primary School		

Accessibility and Inclusion

What the school provides

The school is wheelchair accessible and has dedicated disabled parking and toilet facilities.

Information is available on the school website and can be requested in other formats or languages if required. Information is shared both as physical copies and digitally. Provision in school is tailored to children's needs, with reasonable physical adjustments to the classroom environment made to accommodate learners. Additional resources are available to support children with differing needs, such as audio devices, ICT and physical support.

Teaching and Learning

What the school provides

Early identification is vital and outside agencies can help give advice on the provision of intervention strategies if necessary. Class teachers continually monitor children's progress and discuss any concerns the head teacher and or/SENCO.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO liaises regularly with educational psychologists and the local schools' SENCO cluster.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCO can break down the curriculum into smaller steps in order to aid progress and provide detailed and accurate indicators. Children can be assessed by outside agencies such as SALT, EP or other providers if this is appropriate.

Every class has the benefit of at least one Teaching Assistant, with more allocated to meet need if required..

In the case of children with HI, VI or medical needs, specialist support, equipment and training is sourced.

Staff have received First Aid training. Key staff for under 5's have also undertaken Paediatric First Aid training.

The SENCO holds the National SENCO award. All staff receive regular training in aspects of SEN pertinent to pupils in our school and their needs. All TAs receive regular training to both implement and support SEN strategies/ intervention. This is carried out in partnership with the class teacher.

Every class has a Teaching Assistant and they can be utilised for 1:1 or small group support if necessary. When sitting SATs, children on the SEN register can be supported 1 to 1, have timed breaks, sit exams in a quiet setting or in a small group to aid concentration. Pupils may, in certain circumstances, be granted additional time. The SEN class provision maps record the type of intervention a pupil is receiving and its impact on learning. Our tracking system also indicates progress and provides data.

Reviewing and Evaluating Outcomes

What the school provides

Parents contribute to and take part in Annual Reviews for children with EHCPs

and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

Learning plans are reviewed termly to evaluate the impact of intervention(s). These are shared with parents who are invited to add a comment.

Children are involved in the evaluation of their previous learning plans and the setting of new targets.

Data tracking are used effectively to ensure that progress is being made.

We regularly review the SEN register and provision maps and make adjustments accordingly. The school welcomes parental input and works to address concerns as swiftly as possible.

Keeping Children Safe

What the school provides

The Head Teacher / Governors / Key Staff carry out Risk Assessments and these are reviewed annually.

The school ensures effective liaison between teacher/ parent/ TA / members of staff to ensure the needs of individual pupils are accommodated. Communication can be both in-person and via online learning platforms.

Support is available in every class. Classes have additional adult support if required e.g. for a school trip. The medical forms and risk assessments ensure that all needs have been addressed and actioned. These are always taken when we leave the school site. Appropriate adult-pupil ratios are maintained for all activities and school visits. Parents can access the Safeguarding and Anti-Bullying Policy on the school website or on request from the school office.

Health (including Emotional Health and Wellbeing)

What the school provides

All medicine is recorded in a medical booklet which is kept in each classroom. These are where details of dosage and frequency can be recorded. Parents sign to grant authorisation to the school to administer medicine to their child when it cannot be given out of school hours. All medicine is kept in a central location.

Care plans are passed on to the relevant Class Teacher and copies are kept in the class medical file.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure they are familiar with what action to take in the event of an emergency.

Speech, hearing, physio and OT therapies can be delivered by external agencies on school premises. After training these may be led by school staff following a specialist plan.

We undertake regular worship, circle time and PSHE sessions to foster a whole school ethos of caring, respect and consideration of others. Children are placed in Houses and receive positive reinforcement throughout school.

We have a dedicated mental health lead and ELSA (emotional literacy support assistant). We also support mental health through the 'Mood Tracker' app and 'My Happy Mind' program.

Communication with Parents

What the school provides

The website contains details of all staff currently employed by the school and their roles. The School Prospectus also provides this information.

The school holds two parents' evenings a year and other meetings can be held upon request. An end of year written report is also sent out.

All parents have access to Seesaw, our online learning platform. Communication between class teachers and parents is encouraged. A parental questionnaire is also provided for parents to record their views and suggestions. An email and text service regularly updates parents.

Each class produces a weekly 'Home-School Diary' that keeps parents informed of what each class is doing, along with a weekly school newsletter.

Working Together

What the school provides

The School Council, Art and Culture Council, Shining Flames and Online Safety Committee groups provide opportunities for pupils to contribute their own views and those of their class. The school believes in a positive relationship with parents which is open and flexible (see above). The Governors work closely with school and any SEN issues / pupil progress are discussed at length in different committees eg Curriculum, SEC. There is a nominated SEND governor. Learning plans are worked upon with children with SEND and shared with families with termly reviews/meetings offered.

Parents are welcome to act as volunteers within school following appropriate DBS checks. They can also volunteer for the PTFA.

What help and support is available for the family?

What the school provides

The SENCO, Head Teacher or Mental Health Lead can offer help with forms if this is required. Our SENCo, Mr Lewis, or Mental Health Lead, Mr Westwood, can signpost families to external support agencies if required. Families of pupils with travel plans can receive support from the school office.

Transition to Secondary School

What the school provides

Each year pupils visit their forthcoming high school for a taster day. The Y6 teacher liaises with the appropriate member of staff from the high school to discuss each pupil's specific needs for transition. The SENCO passes on all relevant information such as learning plans and any external agency support documents to the next setting. Additional visits to the next setting, maybe accompanied by a TA, can be arranged if this is felt necessary.

Extra Curricular Activities

What the school provides

Our school operates a daily Breakfast Club and After School Club available to all pupils.

There are opportunities for pupils to take part in regular clubs and after school sessions. The school endeavours, through our own efforts and The Chorley Schools' Partnership, to provide free clubs but there are occasions when outside agencies do charge for specific sessions eg Fencing, Judo. Clubs are available to all the pupils in the designated age range assigned to that activity. Adjustments are made wherever reasonable/possible to make clubs accessible to all.

Children are always encouraged to make friends and to deal with any issues which occur in a co-operative and conciliatory manner.

Feedback

What is the feedback mechanism

Feedback can be given through messages passed in person to staff, via Seesaw or email. Feedback will be responded to as swiftly as possible by the appropriate member of staff, either replying through the medium of the initial message, a phone call or face-to-face meeting.