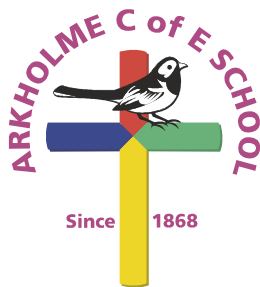




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School/Academy Name and Address	Arkholme Church of England Primary School, Arkholme, Nr Carnforth, LA6 1AU		
Telephone Number	015242 21418		
Website Address	www.arkholme.lancs.sch.uk		
Does the school specialise in meeting the needs of children with a particular type of SEN?	No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	If yes, please give details:
What age range of pupils does the school cater for?	3-11		
Name and contact details of your school's SENCO	Emma Muckalt SENCO Arkholme C of E Primary School, Arkholme, Nr Carnforth, LA6 1AU 015242 21418 SEN Governor Mr. Chris Reddy		



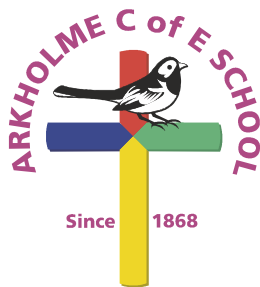
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Accessibility and Inclusion

- **How accessible is the school environment?**
- **How accessible is our information?**
- **How accessible is our provision?**
- **What specialised equipment do we have?**

What the school provides

- All buildings are fully accessible to all users. There is a clearly marked accessible parking bay in the car park. School can then be accessed up the path which is all on one level. All classrooms are equipped with Interactive Whiteboards. Laptops and ipads are available to support learning of children with additional needs. Kingfishers classroom has a soundfield system which also allows a bluetooth headset to be connected for children with auditory needs. There are accessible changing and toilet facilities in the main school building and in our purpose built EYFS Unit.
- Policies and procedures can be found on the website and are available as a printed copy on request. The school uses the school website, newsletter and 'remind' system from the school office to inform parents of any news, clubs and additional events. Information can be made available in different font sizes and different colours, should the need arise. Newsletters are sent out via email and are available on the website. Any information for parents and families with additional needs is shared via a face to face meeting with the parents or a phone call, this is discussed with the parents on a needs basis and we will work in partnership to support parents with additional needs.
- All resources are created and adapted to suit the needs of the individual children with additional needs. All furniture in the school is fit for purpose and to the correct height for users. In our EYFS class we encourage the use of Makaton and this is also used in KS2 to aid communication. Teachers ensure they follow the quality first teaching approach, lessons are differentiated to meet the needs of all learners. Some learners require visual timetables and other personalised resources, these are all provided by class teachers and teaching assistants.
- None currently



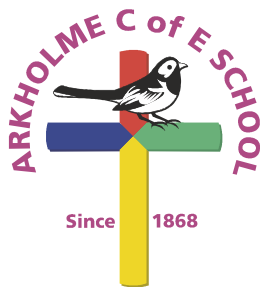
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Teaching and Learning

- **What arrangements do we have to identify, assess and support children with SEN?**
- **What additional support can be provided in the classroom?**
- **What provision do you offer to facilitate access to the curriculum and develop independent learning?**
- **What SEND training is available to all staff?**
- **What staff specialism/expertise in SEND do we have?**
- **What ongoing support and development is in place for staff supporting children with SEND?**
- **What arrangements are made for reasonable adjustments and support to the child during SATs?**
- **How well does the SEND provision map illustrate the range and level of support for children with SEND?**

What the school provides

- Early identification of children with additional needs is key to ensure the best progress and attainment of those children. Teachers and parents will work together to share concerns about the child. The SENCO will support the class teacher in the graduated response of assess, plan, do, review. The SENCO will also arrange for assessment and observation as appropriate; monitor provision and advise on what further action is to be taken at this point. Whole-class assessment can be used to identify those children who may fall below their peers and this can then be further investigated.
- Our teaching assistants are deployed according to the children's needs throughout school. They are able to provide support and targeted intervention where it is needed. We have links with the Loyne Specialist school and Stepping Stones Short Stay school which can provide targeted support as needed for staff. We have termly Educational Psychologist meetings where a child can be presented as a case and an action plan drawn up.
- The class teacher and SENCO will continue to assess and monitor all children's progress in line with the school's existing policy and practice following the graduated response. The SENCO and class teacher work with parents to plan appropriate intervention and support. Teaching Assistants support small groups and provide intervention programs.
- When sitting statutory assessments, children with SEN may be granted additional time, have timed breaks, have a reader/1:1 support, sit the exam in a smaller group and in a quieter setting if needed, to aid concentration.



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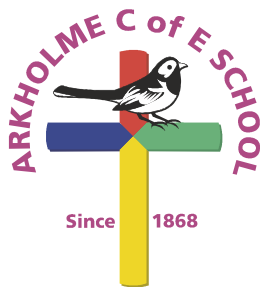
- Children can be screened for indication of Specific Learning difficulties such as Dyslexia. Assessments are initially carried out in school, but other external agencies may be involved. For children with hearing or visual impairments or other medical needs, specialist support, training and equipment can be provided by NHS and other sources.
- Teaching staff and TAs have attended training sessions for various intervention programmes such as lego therapy, attachment aware training, trauma informed training. All staff have an ILOP account – this enables them to access free CPD and they can request specific intervention strategies for a child or group of children.
- Ongoing support and development of staff supporting children with additional needs is pupil driven. If staff feel that they need more training to best support the children in their care, arrangements will be made to facilitate this. CPD is made available to all members of staff.
- Our SENCO is currently completing the NASENCO award. Our head teacher has been an early years SENCO and advisor. Our teaching assistants have a range of backgrounds, one who is trained in Makaton and has worked in a specialist school, one who has worked in a secondary specialist setting and others who have worked with a range of children with SEND during their careers.
- The provision map shows where TAs are deployed to work with children and which interventions they are working on. This is on a needs led basis and is constantly reviewed due to changing and emerging needs of the children.

Reviewing and Evaluating Outcomes

- **What arrangements are in place for review meetings for children with Special Educational Needs 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 SEND?**

What the school provides

- Annual reviews are scheduled for children with an EHCP. These are attended by parents and all relevant professionals. Parents are asked to provide written feedback on the progress of their child as well as attending the meetings in person, professionals are also provide written advice for reviews. Children also provide feedback, sometimes scribed, and attend the meeting if age



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appropriate. We are currently working on making reviews more child centred by having the children contribute more to their reviews.

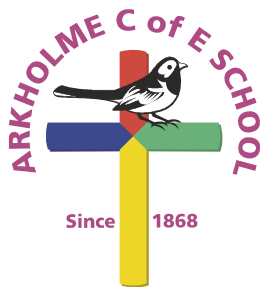
- Parents/Carers of children with SEN needs are invited to attend meetings with the class teacher to discuss progress and, when appropriate, discuss new Individual Educational Plan targets. Team around the Family meetings are held termly for pupils with an EHC plan and children with an open CAF. In addition, the SENCO is available at parent's meetings for any other concerns.
- We have a SEND governor who has half termly meetings with the SENCO to review provision and practise. We have termly staff meetings focusing on children with SEND. We constantly evaluate provision through weekly TA meetings and adjust the TA timetables as needs change and arise. Intervention programmes are monitored and the progress is measured. Termly pupil progress meetings provide opportunities to discuss the children's progress and this is part of our monitoring and evaluation.

Keeping Children Safe

- **How do we ensure a child stays safe in school and outside the classroom?**

What the school provides

- Risk assessments are carried out by teachers and leaders for all class based/educational activities.
- There are locked gates which remain padlocked when the children are in school.
- All external doors are locked and to gain access the visitor must ring school for a member of staff to gain access.
- Children are greeted at the class doors by their teachers or TA. At the end of the day, children are released only when a known adult is seen by the teacher. Some children, age appropriate and with parent/carer consent, walk home. Other children will travel to school on transport provided by Lancashire County Council (LCC). LCC provide free home to school transport for children falling within our transport catchment area which is pre-defined by LCC. Families falling outside the catchment area have two options; provide their own home to school arrangements or by purchasing a season travel pass from LCC directly. Individual cases can be taken into consideration, please contact school for further details.



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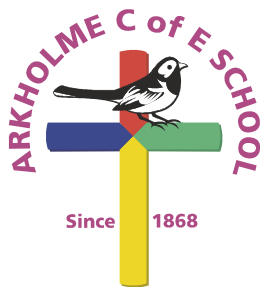
- Adult supervision throughout break is very well managed. All teachers are deployed to ensure safe and happy play. During lunch times, midday supervisors are employed to oversee play. Some children might require extra support at break and lunchtime and this is planned as part of their provision map.
- Risk assessments are ongoing and training is provided. The lead member of staff for trips will complete the risk assessment, which is then checked by the Educational Visits Coordinator (EVC) and submitted through EVOLVE. At least one member of staff on trips is a trained first aider, with additional adult support ratios as prescribed by the Local Authority.
- We have an Anti-bullying policy, which can be viewed on the website or in hard copy on request. We encourage children within our whole ethos to be thoughtful and caring, both in and out of school.

Health (including Emotional Health and Wellbeing)

- **How does the school manage safe keeping and administration of medication?**
- **How would the school deal with a medical emergency?**

What the school provides

- Medication is only administered when the adult has signed the consent form and the medication is clearly labelled. Any medication is stored in the school office.
- Care plans are drawn up with the school nurse, any other health support workers, parents and SENCO. Health Care plans are shared with staff and stored in the child's personal file. They are also shared with lunchtime supervision staff and the school kitchen.
- In a medical emergency, first aid will be provided. Parent/carer is contacted immediately and an ambulance if necessary. Paediatric First Aid training has been completed by staff all in EYFS and senior leaders and is renewed regularly on a rolling programme. Staff working elsewhere in school have completed the First Aid at School qualification.
- Occupational Therapy, Physiotherapy and Speech and Language therapy can be accessed via referral on the school premises. The school nurse is also available, this is now accessed by a referral via Virgin Care. Meetings can be arranged with the school nurse through the referral to Virgin Care.



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Communication with Parents

- **How do we communicate with parents about their child's education and progress?**

What the school provides

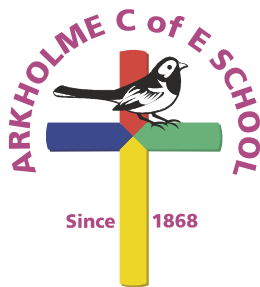
- Our school website details of all staff currently employed at the school.
- The school has an Open Door policy and members of staff are available in school every morning and afternoon. Parents are welcome to make an appointment with any member of staff to discuss any concerns. The SENCO has teaching responsibilities, but can be contacted through the school office and appointments can be made on her behalf.
- Parents are invited to two parents' evenings and they get a report at the end of the year. Any parents/carers of children with additional needs are invited to meet with the SENCO when appropriate. Parents of children with an EHCP are invited to Team around the Family meetings every term. Children on the SEND register might also have termly TAF meetings. Parents can email the SENDCO.
- Parent questionnaires are handed out annually to gauge parents' opinion of the school. This information is then collated and any advice or suggestions will be taken into consideration for the benefit of the children.

Working Together

- **What opportunities do we offer for pupils and parents to have their say and to get involved in the life of the school?**

What the school provides

- Children have the opportunity to be elected to the school council. They share their views about school life, are responsible for driving forward small projects in school and will represent the children's voice within school. They collect views of other children in their class in many ways including a comments box.
- Parents are asked to complete annual questionnaires about the school. They have the opportunity to talk to staff at parent's evenings and by appointment.
- When vacancies become available on the Governing Body all parents are informed by newsletter and are encouraged to apply.



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- Home/school agreements are reviewed with the parents at regular intervals. Parents have the opportunity to discuss targets with the SENCO and class teacher. The pupil views is recorded for the IEP review or Team Around the Family meeting with support from their TA.

- **What information, advice and guidance can parents access through the school?**

-

What the school provides

- School can provide support for parents in filling out forms and paperwork. All members of staff can support parents, although usually the SENCO is the point of contact.
- Any information regarding school life can be accessed through newsletters and the website. Parents/Carers of children with additional needs are signposted to events/meetings/support groups on a targeted basis.
- When appropriate, according to Local Authority guidelines, travel plans are in place for the children.
- The local authority Local Offer is signposted on our school website.

Transition to Secondary School

- **What support does the school offer around transition to secondary school? (e.g. visits to the secondary school, buddying)**
- **How do we support children when changing class or Key stage within the school**

What the school provides

- Children have visit days in the secondary school of their choice. Secondary school teachers will also come and speak to them in the primary setting. For those children with additional needs, extra transition days are discussed and arranged with the appropriate school. The SENCO will liaise with SEND team at the chosen secondary school and ensure that all relevant paperwork is forwarded



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- For children for whom transition within school may be challenging, transition books/social stories can be created to help the transition between classes. Extra visits to the next class teacher may also be arranged if that is necessary. Class teachers may visit children in their current class prior to the transition and liaise closely with the other staff.

Extra Curricular Activities

- **What before and after school childcare is offered?**
- **What lunchtime or after school activities are available?**

What the school provides

- There is a Breakfast and After School club available in the school hall every day for a small charge. Parents can book this through the School Office and receive regular bills
- There is a wide range of lunchtime Clubs available. These are inclusive and all children of the targeted age group are welcome to join the club. They are monitored for accessibility to accommodate all children. Clubs include a range of sporting activities, arts, crafts, computer club, board games and gardening.