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This page is part of the **Local Offer for Halton**. Under the Children and Families Act 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

General School Details:	
School Name:	DARES'BURY PRIMARY SCHOOL
School website address:	www.daresburyschool.co.uk
Type of school:	Academy (Heath Family NW)
Description of school:	<ul style="list-style-type: none">• We are a smaller than average Primary School with 5 mixed age classes. We do not have a nursery but do work hard to maintain strong links with a wide range of pre-school settings in the area. We have a standard admission number of 20 children each year although the aim is to increase this to 30 if at all possible.• The school is situated at the edge of Daresbury Village and with a limited number of houses in its immediate vicinity so the overall school intake represents a variety of social and economic areas.• Our Free School Meals entitlement is extremely low and as such we receive very little Pupil Premium funding.• The school has a very small proportion of pupils from minority ethnic groups and no children speak English as an additional language currently however we do have a small number of bilingual parents.• The percentage of children identified as having a special educational need is well below average but has increased recently.• The school runs a range of after school activities and a



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	privately run Link Club offering child care both before and after school.		
Number on roll:	135 (September 2017)		
% of children at the school with SEND:	9%		
Date of last Ofsted:	September 2008		
Awards that the school holds:	Artsmark, Healthy Schools, FMSIS, Geography mark, School Games Award and Inclusion Mark.		
Accessibility information about the school:	The main teaching areas of the school are all wheelchair accessible and there are plans in place to develop access to the whole site. Our school is made up of 3 separate buildings linked by steps, ramps and walkways. As parts of our building are very old we are limited by the changes that can be made to some areas of the school.		
Expertise and training of school based staff about SEN. (CPD details)	<ul style="list-style-type: none"> • Fully trained SENDco- National SEN Award SENDco training includes- speech and language, emotional coaching and attachment, ASD in girls <ul style="list-style-type: none"> • Whole school staff ASD training 2013/14 • 3 trained team teach adults • All teachers and TAs- visuals, communication and stammers. <ul style="list-style-type: none"> ➤ 3 full time Teaching Assistants with wide range of experience, knowledge and skills. ➤ 3 x 1:1 Teaching Assistants 		
Documentation available:	Are the following documents available on the schools website?	SEN policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes



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		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:

<p>How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.</p>	<ul style="list-style-type: none"> • When pupils have identified SEND before they join us at Daresbury, we work with parents, carers, children (where appropriate) and partner agencies to ensure that their needs can be fully met at our school setting. • If you tell us you think your child has SEN, we will discuss this with you to investigate it further. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not seem to be making the same level of progress as other children of their age, we will inform you and we will undertake assessment in school and if necessary, use other professionals to identify possible barriers to their learning. Parents, carers and children (where appropriate) will be involved at all stages. • We are child and family centred so you will be involved in all decision making about your child's support. • When we assess SEN we discuss whether understanding and behaviour are the same at school and at home: we take this into account and work with you so that we are all helping your child in the same way. • Where necessary we will write support plans or complete a boxall profile with pupils, parents/carers. • We use homework to repeat and practise activities that are new and present and
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<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.</p>	<p>achievable challenge.</p> <ul style="list-style-type: none"> • We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. • We get support from local authority services and local special schools who provide outreach. • We get support from occupational therapy, speech therapy, educational psychology and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. • We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.
<p>How we provide access to a supportive environment; ICT facilities /</p>	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Individual work spaces • Access to ICT resources such as Ipad, laptop,



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<p>equipment/resources/facilities etc.</p>	<p>visualiser.</p> <ul style="list-style-type: none"> • Prompt and reminder cards for organisation • Symbols and visual prompts • Small group / 1:1 support if necessary
<p>What strategies / programmes /resources are available to support speech & language and communication including social skills?</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist • Support from Communicate • Delivery of personal speech and language programme • Delivery of social communication programme • Support from classroom assistant within class • Support from SENDCO/specialist TA for small group or individual • Range of language resources and programme materials
<p>Strategies to support the development of literacy (reading / writing)</p>	<ul style="list-style-type: none"> • Small group support in class for guided reading / writing • Individual reading with teaching assistant / teacher or parent helper. • Reading schemes for 'struggling' readers • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Delivery of a planned SpLD programme by a skilled teaching assistant
<p>Strategies to support the development of numeracy</p>	<ul style="list-style-type: none"> • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes • Withdrawal by teaching assistant for 1:1 support • Use of specialist maths resources online for reinforcement • Additional use of equipment to support



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	learning e.g.numicon.
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Specialist equipment • Individual plans (educational, behaviour, pastoral) • School / year group provision mapping • Strategies put into place as provided by professionals / specialist services / outreach
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents / carers). What we do when provision or interventions need to be extended or increased.	<ul style="list-style-type: none"> • Observation • Target setting • Pupil support plan targets and review • Individual provision map • Individual pastoral support plans • CAF • External professionals undertaking assessment • Regular review of targets with child / parents • Weekly drop in opportunities for parents • Boxall profile
Strategies / support to develop independent learning	<ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • 'PSHCE' / personal development targets
Support / supervision at unstructured times of the	<ul style="list-style-type: none"> • Named midday supervisor/ Teaching Assistant at lunchtimes



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<p>day including personal care arrangements</p>	<ul style="list-style-type: none"> • Individual support plans which specify break and lunchtime provision • Playtime buddy system and playground friends system
<p>Extended school provision available; before and after school, holidays etc</p>	<ul style="list-style-type: none"> • Privately run Breakfast and After- school club • We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages, • We regularly signpost parents and carers to activities and clubs operating in school holidays
<p>Strategies used to reduce anxiety, promote emotional wellbeing and develop self esteem including mentoring.</p>	<ul style="list-style-type: none"> • Planned support / mentor role from teaching assistant • Meet and greet at start of day • Parental contact daily through home-school book • Parental contact session weekly • Referral to CAMHS • Referral to range of services, eg I-cart, Canal Boat Project, Barnardos etc • Nurture groups / SEAL groups where necessary • Individual pastoral support plan • Additional transition for vulnerable pupils when joining /moving on from the school, or changing year groups / key stages • 5 point scale used in all classrooms • Appropriate "timeout" designated areas in each class.
<p>What strategies can be put in place to support</p>	<ul style="list-style-type: none"> • Use of the schools behaviour policy • Individual behaviour plans in place



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<p>behaviour management?</p>	<ul style="list-style-type: none"> • Social skills / behaviour group • Daily behaviour record • Time-out support • Reward system • Support and intervention from outreach behaviour specialist • Individual pastoral support plan • Strategies in place for unstructured times of the day e.g. alternative location for break time • Key worker identified
<p>How we support pupils in their transition into our school and when they leave us.</p>	<ul style="list-style-type: none"> • Transition co-ordinated by SENDCo & Class teacher in school • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits - 2 half days and 2 full day with new Reception children, Visits to High Schools including additional where necessary for vulnerable pupils • Longer term links with secondary schools to increase familiarity • Visits by Reception teacher to all pre-school settings / home visits • Parents' information sessions • Buddy system between older and younger pupils
<p>Access to strategies, resources, programmes,</p>	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team



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<p>therapists to support occupational therapy / physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Assessment and individual programmes • Specialist resources • Close liaison with medical staff where required • Staff training for managing particular medical needs
<p>Extra support for parents and carers and pupils offered by the school / how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • Pupils views are very important to us and we have an active school council. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs. • The school works closely with the local authorities I-cart team and will support families through a CART referral or CAF. • Action plan / review meetings • Parents' Evenings and weekly parents' drop in sessions
<p>How additional funding for SEN is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils needs through this (including additional support and equipment) The local authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year. • If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. • Individual funding is used to provide intervention programmes, 1:1 support, resources and opportunities to reduce barriers to learning.
<p>Examples of how pupil premium is used within the</p>	<ul style="list-style-type: none"> • Specific interventions • Increase number of Teaching Assistant hours



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SENCO name / contact		Mrs Nichola Lockhart	
Headteacher name / contact		Mrs Carolyn Roberts	
Completed by:	Mrs Nichola Lockhart	Date:	Monday 18 th September 2017