



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Pendle Primary Academy

School Number: 13501

School/Academy Name and Address	Pendle Primary Academy Walter Street Brierfield Lancashire BB9 5AW		Telephone Number	01282 615927
			Website Address	www.pendleprimaryacademy.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:	
	X			
What age range of pupils does the school cater for?	4 - 11			
Name and contact details of your school's SENCO	Mrs C Smalley 01282 615927			

Name of Person/Job Title	Mrs C Smalley SENDCO		
Contact telephone number	01282 615927	Email	csmalley@pendleprimaryacademy.co.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	www.pendleprimaryacademy		
Name	Mrs C Smalley	Date	January 2025

Accessibility and Inclusion

What the school provides

- How accessible is the school environment?

The school office, Early Years and Key Stage One can be accessed by a steep pathway from Walter Street or from the rear of the building on Bird Street. The rest of the school entrances require the use of external staircases. Internally, the main classrooms can be accessed on one level, however all dining facilities and the school kitchen are in the basement which is accessed via stairs. Parking is on the street or to the side of the school on an uneven surface, and there is no possibility of a drop point close to the school entrances. There is one designated disabled parking bay. All classrooms have had their ceilings lowered which improves the auditory environment. There is a disabled toilet available in Key Stage 1. The office area has a lowered hatch area which is more accessible for disabled visitors.

- How accessible is your information?

There are parent notice boards at the front and back of the school. Displays in the office area are kept up to date with information about the school and events in the local area. Policies and procedures are on the school website and are given to parents when requested. A bilingual office worker is available to translate in Punjabi if needed. Bilingual staff, in school translate and help to ensure good communication with parents. New families are met in order to gain information about the needs of the child and the parents e.g. if larger print letters are needed and if there are hearing/sight/mobility issues that we need to be aware of in order to make reasonable adjustments.

- How accessible is the provision?

Picture cues are used to support labels and Makaton/BSL is used in classes. BSL is being taught throughout the school. Special tables or chairs are used where staff or children need specific support. Differing learning styles are used to suit the needs of the children e.g. kinaesthetic

- Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

Care plans are written to support children who need to use specific equipment e.g. standing frame

Teaching and Learning

What the school provides

- What arrangements do you have to identify and assess children with SEN?

Before starting at school, visits to the nursery are carried out by the SENDCo and Foundation Manager in order to highlight children with specific needs. Annual review meetings at nursery are attended by the SENDCo. Home visits gain further information about the needs of the families. All children are assessed on entry and further assessments undertaken if additional needs are identified.

- What additional support can be provided in the classroom?

Various support programs are implemented according to needs. Children with EHCPs have allocated TA support time and some access the Sunshine Room where an individualized curriculum is provided.

- What provision do you offer to facilitate access to the curriculum and to develop independent learning?

Children are encouraged to be independent learners through encouragement and resources to support this. When necessary, children are provided with a fully differentiated curriculum aimed at supporting their learning needs and the closing the attainment gap. All children are provided with communication friendly classrooms in order to promote understanding and independence.

- What SEN and disability and awareness training is available to all staff?
SEN training is given as prioritised by the SLT e.g. Autism, dyslexia

SEND training is given as prioritised by the SLT and through consideration of the emerging needs within the school environment. During the last year, staff training has included autism, Speech and Language interventions, adaptive teaching and the use of AI technology.

- What staff specialisms/expertise in SEN and disability do you have?

The SENDCo has been awarded the national SENCO award. We employ a qualified Speech and Language Therapist and a Specialist Teacher who work in the school a day a week. We also have well trained and experienced TAs

- What ongoing support and development is in place for staff supporting children and young people with SEN?

CPD is updated according to need. A Specialist teacher supports the staff and children with high level needs and the Speech Therapist supports those with speech and language difficulties.

- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

Access arrangements are sought for children with additional needs e.g. reader, extra time, separate rooms to allow movement, larger print etc.

- 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?

Our provision map shows a wide range of support for children with a variety of academic and non-academic needs.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

Reviews are held for children with an Educational Health Care Plan, IEP/Individual Learning Plan reviews are held after each assessment week. Progress meetings are held for all pupils after an assessment period.

- What arrangements are in place for children with other SEN support needs?

During half termly learning progress meetings all pupils are discussed in order to assess progress and future support which may be needed, the SEN register is updated at this point, the provision map is evaluated to ensure all possible interventions are being utilized

- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

During half termly learning progress meetings the assessment data is discussed in order to assess progress and future support that may be needed. IEPs and ILPs are reviewed and the specialist teacher, SENDCo, SLT and speech therapist monitor the provision.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?

All necessary risk assessments are carried out. Health and safety risk assessments are carried out by SLT and the site supervisor while educational visits risk assessments are completed by staff and authorised by the EVC and the Principal. Specific SEN risk assessments are carried out by the teacher/SENDCo with support from parents and the school nurse if appropriate.

- What handover arrangements will be made at the start and end of the school day?

At the beginning of the school day children come straight into school at 8.50am. Some children are met on the yard by their specific adult support. At the end on the school day foundation and Key stage 1 children are collected from their classrooms, all other children line up outside on the school yard and are collected by a parent. This is monitored by staff. Older children walk home alone, if written permission has been given by parents. All other children wait with staff to be collected by a parent.

- What arrangements will be made to supervise a child during breaks and lunchtimes?

Lunchtime staff monitor the children during lunchtimes and class teachers and teaching assistants monitor during playtimes. In addition, all teaching assistants work 15 mins of the lunchtime on a rota to provide additional support. Children with specific needs (EHCP) may be allocated a teaching assistant to support them during lunchtime and playtimes.

- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)

Health and safety and educational policies are in place and followed. Some SEN children are supported by their TA when outside during playtime.

- Where can parents find details of policies on anti-bullying?

Policies can be found on the school website and copies are given on request

Health (including Emotional Health and Wellbeing)

What the school provides

- How do you manage safe keeping and administration of medication?

There is a strict medication policy. Forms need to be completed and approved in every case. Medication is kept in a locked store

- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Care plans are completed with parents and if necessary the school nurse. Relevant staff are informed verbally and written information given. All care plans are reviewed annually, or more frequently if there is a change in circumstances alongside health professionals and parents.

- What would the school do in the case of a medical emergency?

Call 999, inform senior member of staff and parents

- How do you ensure that staff are trained/qualified to deal with a child's particular needs?

The school nurse provides staff training for specific medical needs in school and what to do in an emergency.

- Which health or therapy services can children access on school premises?

Our Child and Wellbeing Team are available in school to provide emotional support. School employs a Speech and Language Therapist and a Specialist Teacher.

Communication with Parents

What the school provides

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?

The website lists the staff at school and their areas of responsibility. Parents can ask at the office and will be directed to the correct member of staff. EYFS hold meetings for new parents where key staff are introduced.

- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)

Teachers are on the yard or at their door, at the beginning and end of the school day and can be approached to arrange times to discuss their child or ask questions. Any problems can be dealt with at the office or appointments made to see senior members of staff. There is a contact @pendleprimaryacademy.co.uk email address which can be used to make contact.

- How do you keep parents updated with their child/young person’s progress?

Parent’s evenings are held twice a year and there is an open afternoon where the child’s work can be seen and discussed. Parents are met throughout the year to discuss any issues that may arise.

- How can parents give feedback to the school?

Parents can feed back via the parent’s evenings, parent questionnaire and at any time via staff

Working Together

- What opportunities do you offer for children to have their say? e.g. school council

We have school ambassadors, BSL ambassadors, pupil discussion as part of our termly monitoring plan and pupil questionnaires

- What opportunities are there for parents to have their say about their child's education?

Parent questionnaires and via staff

- What opportunities are there for parents to get involved in the life of the school or become school governors?

We have 'Friends of Pendle Primary' and parents attend 'stay and read'. Sessions are held to teach parents about how they can support their child's education.

- How does school involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)

School works closely with health, speech and language, OT, Educational Psychologists, the local authority, social services and family support agencies

- How do home/school contracts/agreements support children with SEN and their families?

Home/school contracts are completed with every new family to the school.

What help and support is available for the family?

What the school provides

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

Support completing forms is given by the office staff. This can be done in Punjabi, Urdu and English.

- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?

Parents can be sign-posted to support from outside agencies and from in school by office staff, the SENDCo or any other member of staff who can help. Parent notice boards display information about support that is in the community.

- How does the school help parents with travel plans to get their child to and from school?

Support is given via the office staff

Transition to Secondary School

What the school provides

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

School liaises with nursery schools and High Schools. Staff visit the nursery and High School staff visit school. Transition activities at the High School are attended. The SENDCo meets with the High School SENDCo's to discuss the needs of specific children. She also attends EHCP annual reviews at nursery and invites the child's new High School's SENDCo to annual reviews at school.

Extra-Curricular Activities

What the school provides

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.

Some children attend a morning motor skills club.

- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

A variety of clubs are held after school e.g. football, choir, cricket. Clubs provided by school staff are free. There is a small charge for clubs ran by outside agencies as school subsidises these.

- How do you make sure clubs and activities are inclusive?

All clubs are inclusive and if needed risk assessments are completed to ensure that all children can participate, and extra staff provided to ensure children with SEN can attend. We attend sports events targeted for children with special educational needs

- How do you help children to make friends?

We are an inclusive school and encourage children to get on with each other. We teach the children how to be a friend and any difficulties can be supported via the Child and Wellbeing Team.