

# DOLPHINHOLME C.E. PRIMARY SCHOOL

LOCAL OFFER September 2016

## **MISSION STATEMENT**

‘With God at the heart of everything we do,  
We educate by encouraging a sense of wonder, praise and  
mutual respect.

We offer every child opportunities for success,  
making them confidently equipped for life’s journey.’

### **Accessibility and Inclusion**

#### **What the school provides**

We are a small, Christian, rural school situated in North Lancashire close to Lancaster and the local University.

The original part of the school building was built in the late 1800’s and has had two subsequent extensions in 1980’s. The building is all on ground level and where there is a change of level inside the building there is a ramp in place and to ensure access for pupils

and parents with disabilities there have been several further adaptations. All internal doorways are wide enough to accommodate a wheelchair if necessary. Some entrances are on the same level as the external level and there is ramp access to an additional entrance at the back of school. There is a small disabled car park and a disabled toilet is available for wheelchair users if the need should arise.

Information about the school can be found on the school website including the equal opportunities and SEN policies. School newsletters are published regularly. All school policies can be made available on request. The school encourages all parents to discuss concerns and ask questions. We can provide different font sizes if necessary and would provide audio information if requested. We have experience of working with children and families whose first language is not English and are able to meet their needs as required. We always make personal provision for families with additional needs we are aware of.

All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and needs specific and we can gain access to specialist equipment if necessary. All children have access to a varied and balanced curriculum differentiated to meet the needs of everyone.

## Teaching and Learning

### What the school provides

Early identification of additional or special needs is vital. As a small school with small cohorts staff get to know children and their families very well and therefore can tailor teaching and learning to all individuals needs. We develop a picture of all aspects of the child based on information gathered both in school and from families. Assessment data is used to track pupils and identify areas where intervention and support is required. We are able to access several outside agencies who are available to advise on SEN issues and support us in working effectively with children and families.

The class teacher informs parents at the earliest possible opportunity of any concerns they may have. The class teacher, special needs coordinator (SENDCo) assess and monitor the children's progress and work closely with the parents to plan an appropriate programme of intervention and support to ensure every child has full access to the curriculum.

We have several members of staff with expertise in different areas of SEN who are able to disseminate key information and provide guidance to other staff. These include, speech and language, motor skills and dyslexia. All staff receive appropriate training throughout the year. The SENCo oversees the SEN in school and provides support to staff, ensures children

have access to the curriculum and parents are kept informed.

We carefully consider any children with SEN when testing is taking place and follow national guidelines in making adjustments where appropriate.

The SEN provision map illustrates the type of intervention a pupil is receiving and the effectiveness of the provision is closely monitored.

The School SENDco is Mrs D. Cross

### **Reviewing and Evaluating Outcomes**

#### **What the school provides**

Parents contribute and take full part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

The class teacher and SENDCo work together to produce targets written in Individual Education Plans (IEP's) for children with SEN on a termly or half termly basis depending on the circumstances. The IEP's are shared with the parents and the child and are made available to all staff that will work with the child.

Each IEP is regularly reviewed and evaluated to ensure children are making good progress and to make suitable adjustments when necessary.

Pupils progress is monitored throughout the school including pupils with SEN.

### **Keeping Children Safe**

#### **What the school provides**

The head teacher carries out risk assessments as necessary. As part of their health and safety duty of care to themselves and others all staff carry out ongoing risk assessments and continually monitor and consider risk and potential hazards.

There are limited specific parking areas for picking up and dropping off, most is along the roadside. Parents are requested to drop their children off in the playground in the morning

where they are supervised by a member of staff from 8.40am and to enter the schools front playground to collect children at the end of the day. Children will be released by staff directly to a parent of guardian at the end of the day in the school front playground.

Lunchtime is supervised by three lunchtime supervisors and playtime is always supervised by an adult.

TA Support is available in each class and we can be flexible in their deployment to ensure we meet the needs of our children effectively.

On educational visits a visit leader (normally the teacher planning the visit) will be responsible for carrying out a risk assessment and ensuring that the needs of all pupils can be met. They will also carefully consider staffing to ensure safe ratios are maintained and if required additional staff will accompany the visit to meet the needs of the children on the visit.

The school's Behaviour Policy is available on the schools website and the anti-bullying police can be made available to parents on request.

## **Health (including Emotional Health and Wellbeing)**

### **What the school provides**

We are proud that we are a friendly school. We know our children and families well and any friendship issues that inevitably occur are dealt with quickly and professionally. Our children are all in house teams and are rewarded with a team point system. This is operated across the school so is fully inclusive although how these are recorded varies in each class and is relevant to the age of the children.

The children regularly have the opportunity to work together as mixed age groups and we are particularly proud of the way all the children support and look out for each other. When the new Reception children begin their time in school they are given a 'buddy' (normally a child from Year 5) to look out for them in school. The older children take their responsibility very seriously and these often develop into friendships that last long after the children leave our school.

We also use discussion, reflection time and daily worship to discuss issues and come together as a school family. We are proud of our Christian ethos and have been awarded the diocese of Blackburn's 'Church School Distinctiveness Award.'

All medicine is stored safely and according to specifications. The school is able to administer

medicine as long as details of the medicine, dosage and frequency is recorded in the medicine file and parents sign to grant authorisation to the school to administer on their behalf. The school only administers prescribed medicines. Parents are welcome to visit school through the day to administer non prescribed medicines if that is deemed appropriate by both parties.

Care plans drawn up by health professionals and in conjunction with parents are passed onto the relevant class teachers and support staff, which is often all staff. Copies are kept in a care plan file which is accessible to all staff who have need to scrutinise it.

All teaching and support staff are kept up to date with First Aid Training and some relevant staff who have undertaken additional Paediatric First Aid Training. In addition, the school nurse or other medical professionals provide specific medical training to staff as the specific need arises for example diabetes or EpiPen training.

Additional health and therapy services can visit school as specific needs arise.

## **Communication with Parents**

### **What the school provides**

The school brochure that can be found on the school website contains details of all staff currently employed. The child's class teacher should be the first point of contact if parents have any concerns about their child. The head teacher and SENCo are also available to discuss and offer support with any issues as the need arises.

The school operates an open door policy and parents are very welcome to discuss their child and any concerns at any time of the year. Parents may be asked to make a mutually convenient appointment to discuss concerns in more detail.

We hold two parents evenings a year and each child will receive an annual report in the Summer term following which parents are invited to discuss any issues with their class teacher.

We have close links with parents and we hold several events each year where parents and family member are invited into school. We have a well attended weekly celebration assembly on a Friday afternoon where all are welcome to find out what we have been doing during the week.

Parent questionnaires are provided for parents to record their views and suggestions.

The school operates a 'home/school diary' system in the form of a 'reading record' this is also a medium through which parents can communicate with the school on a daily basis.

## **Working Together**

### **What the school provides**

Parents have opportunities as outlined above to communicate with the school.

Pupils are encouraged to have dialogue with staff about thoughts and ideas related to the organisation of the school and about teaching and learning.

Pupils review worship at least on a weekly basis and this has led to high quality worship.

We have an active and highly effective PTFA. They hold regular meetings to which all are welcome.

Mr G Troughton is our nominated Governor for SEN.

## **What help and support is available for the family?**

### **What the school provides**

Staff can help complete forms if this is required.

The school produces a regular newsletter and general information can be found on the school website. There is a notice board near the front entrance that is regularly updated.

Information regarding 'drop in' centres and school nurse visits can be obtained by asking school staff who will provide the relevant information.

The school will work with the Local Authority on Travel Plans to assist children to get to school.

## **Transition to Secondary School**

### **What the school provides**

The school has close links with all of the local Secondary Schools and each year Year 6 pupils will visit their future Secondary School for taster sessions and often the Secondary School teachers will visit the Year 6 pupils in our school. We also hand on relevant and important information about the children to their new school.

For children with SEN, normally the class teacher, parents and SENCo will meet with the relevant member(s) of staff at the secondary school prior to transition to discuss further the needs of the children. We also pass on information from the child's individual SEN folder, which includes IEP's and assessments. Depending on the need of the child additional visits to the setting may be appropriate which we will help facilitate.

### **Extra Curricular Activities**

#### **What the school provides**

There is a well attended, independent Breakfast and After School Club operating on site offering wrap around care from 8am until 6pm. This is available to all children including pre-school children. However, places are limited and although there is a certain degree of daily flexibility, places should be booked in advance. Prices are published on the school website. For the children with SEN the staff liaise and work closely with school staff and families to ensure their needs are met.

School staff run some extra-curricular activities such as chess, running, athletics which are inclusive and available for all of our children, these are offered by staff and are free of charge although if transportation to an event is required there maybe a small charge to cover costs. In addition an external coach provides one Ball Skills session each week for KS1 and one for KS2 after school which parents pay for half termly.

All clubs and activities are inclusive, however some are naturally age specific to keep numbers manageable, to maximise enjoyment and also ensure the content and delivery is appropriate.

Our charging policy is available on request.

