



**SEN and Disability**

**Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Ingol Community Primary**

School Number: **06014**

<b>School/Academy Name and Address</b>	Ingol Community Primary School, Whitby Avenue Ingol, Preston, PR2 3YP		<b>Telephone Number</b>	01772 727383
			<b>Website Address</b>	<a href="https://www.ingol.lancsngfl.ac.uk/">https://www.ingol.lancsngfl.ac.uk/</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
<b>What age range of pupils does the school cater for?</b>	4 to 11 years			
<b>Name and contact details of your school's SENCO</b>	Mr J Moss 01772 727383 ext: 2			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name of Person/Job Title</b>	Mr J Moss		
<b>Contact telephone number</b>	01772 727383	<b>Email</b>	jamesmoss@ingol.lancs.sch.uk

## Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="https://ingol-community-primary-school.secure-primariesite.net/send/">https://ingol-community-primary-school.secure-primariesite.net/send/</a>		
<b>Name</b>	J Moss	<b>Date</b>	Reviewed – 02.09.2025

### Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

### What the school provides

Our school comprises of one main school building. The main entrance and the external doors in each classroom are on one level and accessible to wheelchair users. Internal doors are wheelchair accessible and a disabled toilet is available. Main parking for parents is on the road just outside school but permission is given to parents of pupils with mobility needs to use the school car park for dropping off and collecting their child. There is one space for drivers with disabilities. Information is shared with parents via the weekly newsletter, social media and on the school website. If required, information is shared with parents and carers individually. The school also makes use of a text messaging service to relay information. Furniture is modern and is of a height suitable for the age group being taught. There is a range of ICT equipment available including desktop computers, laptops and tablets. There is an interactive whiteboard in every classroom. Visual timetables and accessories are used for pupils with additional needs.

### Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?

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

### **What the school provides**

In our school, children's progress is monitored so that early intervention strategies can be implemented. Parents are encouraged to share any initial concerns on home visits prior to children starting in Reception.

Where appropriate, advice is taken from outside agencies. The SENDCO, specialist teachers or educational psychologists undertake assessments to identify need. The class teacher liaises with the SENDCO who informs parents at the earliest opportunity of any concerns. The SENDCO, class teacher, parents and support staff then work together to ensure that an appropriate programme of support and intervention is put in place. All children are expected to access the school curriculum and participate fully in school life.

The school operates a personalised approach to each individual child; children with SEN or disabilities have an Individual Action Plan (IAP) which is regularly updated and reflects their needs and planned interventions. Children are involved in their own target setting.

All classes have fully trained teaching assistants and specialist advice is always sought if needed. Children are fully supported whilst undertaking statutory tests by allowing rest periods, applying for extra time or sitting in a quiet setting in a small group.

The SEN provision map records the intervention a child is receiving and records how much progress is being made on a termly basis.

The training needs of all staff is regularly identified and updated. The SENDCO discusses SEN issues monthly at staff meetings and also at monthly meetings with support staff.

In termly monitoring meetings with staff, all pupils with SEN needs are discussed and appropriate strategies put in place for pupils who are making limited progress. This information is also passed on to support staff to ensure that pupils with SEN are fully included in the whole school curriculum.

The SENDCO attends termly SENDCO networks to keep updated on all the latest developments. This is passed on to teaching and support staff.

Teaching and support staff attend courses appropriate to the current SEN needs in their class, ranging from speech and language needs, autism, physical and behavioural needs.

### **Reviewing and Evaluating Outcomes**

- What arrangements are in place for review meetings for children with Statements 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 SEN and Disability?

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

Parents and children are invited to participate in annual EHCP review meetings. Children are fully supported by staff to express their wishes and feelings about their educational provision. IAPs are updated at least termly or when required. The school operates an 'open door' policy and the Learning Mentor liaises with parents, outside agencies and other staff to undertake or arrange meetings.

Pupil progress is carefully monitored throughout school and by use of the provision map for children with SEN and disabilities.

If pupils are making limited progress despite interventions, we involve outside agencies such as Golden Hill Outreach, Speech and Language Service and IDSS.

## Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

### What the school provides:

The Headteacher, SENDCO and class teachers undertake risk assessments as required. The school has in place all statutory risk assessments based upon LCC model risk assessments and guidance.

In EYFS and KS1, children are met at the classroom door each morning and use the same exit point at the end of the school day. KS2 children leave the building to meet parents on the playground; this is always supervised by the class teacher. Alternative arrangements can be made for a child to be brought to the main school entrance if required.

Children are supervised at break times by teaching staff and at lunch times by support and welfare staff. Provision is made for vulnerable children to spend time inside during the lunch hour if required.

Any child who has additional needs will be supported during physical activities and on trips. Activities are planned to meet the needs of children with SEN and disabilities.

School policies are available at the school office and on the school website.

## Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

### What the school provides:

Any medicines are kept secured in the Headteacher's office or staffroom fridge and their use is recorded in a medicine book. Trained staff administer medicines and care plans are devised with health professionals.

Staff are trained in specific areas as the need arises.

In cases of medical emergency, staff refer to care plans that might be in place and, if necessary, an ambulance will be called and a member of staff will accompany the child to hospital. Parents will be informed and staff will stay with the child until parents arrived.

## Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy)?
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### What the school provides:

The website contains details of all staff currently employed by the school. This information is also in the school prospectus.

At the start of the autumn term, parents are invited into school for a "Meet the Teacher" evening where expectations and daily timetabling will be shared with parents and carers.

In December and March, an interim report will be written by class teachers and sent out for parents and carers to see their child's progress so far in the year.

In February, a formal parents' evening will take place to discuss progress and attainment followed by a formal end of year report in June.

Class newsletters are sent home termly and the school newsletter is published weekly.

We have an 'open door' policy where parents can discuss any issues/concerns with the appropriate member of staff.

### **Working Together**

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)  
How do home/school contracts/agreements support children with SEN and their families?

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

The school has an active school council and all our Year Six pupils are prefects with allocated responsibilities.

The creative curriculum has been adapted to ensure all children are accessing work which challenges and stimulates.

We encourage parents to support their child's learning and involve outside agencies, such as INTACT, to enhance learning and involvement in the local community.

Parents are part of the school family and are encouraged to take an active part in school life.

Parents can speak about the progress of their child at review meetings and parent evenings; teaching staff are available to see parents after school. The Headteacher will see parents on request where possible.

Our Foundation Stage encourages parental involvement through activities such as Stay and Play, which also gives parents the opportunity to discuss their child's progress.

The school has an excellent relationship with other agencies such as health and social care and works closely with the local community trust, INTACT, which is situated next door to school.

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

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

### **What the school provides**

Parents are encouraged to see the SENDCO and/or Learning Mentor if they need help with any forms or signposting to services.

The school has close links with the local Children's Centre and other outside agencies and supports families in gaining access to services.

The local authority determines whether children are entitled to support with travel arrangements.

### **Transition to Secondary School**

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

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

Each summer the Year Six children visit their new secondary school. For children with SEND, extra visits are arranged. There is close networking with our feeder secondary schools and pupils can take part in workshops in both Year Five and Year Six so they are familiar with the buildings/organisation long before they start secondary school.

Transition programmes prepare children for the move to secondary school, and these are personalised to meet the needs of the individual child.

The school has good links with the SENDCOs in the local secondary schools so that all relevant information is passed on and early planning can be undertaken.

### **Extra-Curricular Activities**

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

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

The school has a daily Breakfast Club which runs from 8am and is available to all children. We also hold an After School Club from 3:15pm till 5:30pm.

There are opportunities for lunch time and after school activities such as dance, gardening, chess, Computing and football. All children are invited to take part in activities that are appropriate to their age.

Colleagues at Team Theme run after school clubs. They also provide activities throughout the school holidays which are fully inclusive.