

# Local Offer 2024

<b>School/Academy Name and Address</b>	Trinity CE/ Methodist Primary School		<b>Telephone Number</b>	01772 624416
			<b>Website Address</b>	<a href="http://trinitybuckshaw.lancs.sch.uk">Trinity Church of England Methodist Primary School - Home (trinitybuckshaw.lancs.sch.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>	4-11 years			
<b>Name and contact details of your school's SENCO</b>	Vickie Horrocks <a href="mailto:SENCO@trinitybuckshaw.lancs.sch.uk">SENCO@trinitybuckshaw.lancs.sch.uk</a>			

<b>Name of Person/Job Title</b>	Jill Wright Head Teacher		
<b>Contact telephone number</b>	01772 624416	<b>Email</b>	<a href="mailto:head@trinitybuckshaw.lancs.sch.uk">head@trinitybuckshaw.lancs.sch.uk</a>

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="http://trinitybuckshaw.lancs.sch.uk">Trinity Church of England Methodist Primary School - SEN (trinitybuckshaw.lancs.sch.uk)</a>		
<b>Name</b>	<i>VLHorrocks</i>	<b>Date</b>	16.09.2024

## 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

#### How accessible is the school environment?

Trinity is a school based over two sites, Unity Place (Key Stage 2) and Brookwood Way (EYFS and Key Stage 1). Both sites are fully wheelchair accessible with accessible parking spaces provided close to the entrance. All of our corridors are wide, allowing easy access and all rooms and entrances are accessible for all. We have experience of enabling children with physical difficulties to be able to make the most of our school environment. As both buildings are new builds they have been built with full accessibility in mind. The entrance to Brookwood Way and Unity Place has an access button placed at a suitable height.

At Unity Place, we have three toilets that are wheelchair accessible and two of which have a full wet room shower facility and ability to be made into a medical room. There is access to the second floor using the lift. At Brookwood Way, there are wheelchair accessible toilets and one room with a wet room shower facility.

#### How accessible is your information?

Information is available on the school website and parents are sent texts about important information in addition to regular newsletters. All letters and information is sent to parents via the school app and parents can respond and communicate with school readily through the app, the website and the school email. The office staff, at both sites, are available to answer any questions face to face. If there was a specific need to aid a parent in getting information then we would seek out the necessary support/help.

#### How accessible is the provision?

If your child requires something in addition to enable them to access learning we will endeavour to provide that support or equipment where necessary, such as sloped writing tables, coloured overlays, supported seating, pencil grips, recording equipment etc. Where needed staff are trained to use signing and Makaton and symbols, such as communication in print, are used to develop and promote communication where needed alongside advice from outside agencies.

The school has a range of ICT programmes for pupils with SEN in addition to iPads, headphones, computers and keyboards as well as interactive whiteboards installed in every classroom.

## 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

We believe that early identification is vital so the class teacher can inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO are responsible for SEN support assess and monitor the children's progress in line with existing school practices. The SENCO team works closely with parents and teachers to plan an appropriate programme of intervention and support.

All teachers provide high quality learning environments where teaching and learning is differentiated to meet the needs of all children. All staff have high expectations of children and their progress is monitored and evaluated throughout to ensure they are making progress. Their progress is tracked on class provision maps and if your child requires any additional input it is discussed at regular pupil progress meetings to see what the next steps are to ensure your child can make good progress. Decisions over what support or intervention your child may need will be made in consultation with class teacher, SENCO, Senior Leadership Team and yourself. We have a range of assessments and interventions that can be used to aid us in identifying barriers to learning and help us to remove them. During their school life, if further concerns are identified then other interventions will be arranged. If your child has been identified as needing more specialist input referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations to move their learning forward. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

If your child is identified as needing extra support then the class teacher will write an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) which will be reviewed three times a year. This will highlight the SMART targets your child is working on and the interventions and support that will be carried out to help your child make the necessary progress along with extra activities that can be done at home. This plan may be written in consultation with the SENCO or any outside agencies that are involved.

All parents are encouraged to contribute to their child's education. This may be through discussions with the class teacher during parent's evenings, during discussions with the SENCO or other

professionals. Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated and to encourage a strong partnership between home and school.

Children are encouraged to contribute to their provision and through pupil voice questionnaires are given the chance to explain their thoughts on the support in place and how they learn best. All children with SEN complete a one page profile with support from their teaching assistant or class teacher. These give the children the opportunity to discuss how they feel about their learning, what they feel will help them to learn and to share their strengths and successes. We feel it gives the children ownership of their learning and what they need to progress further.

We also have teaching assistants who work closely across the school with a number of children who have been identified as having particular difficulties. This support can be both within the class environment or on a 1:1 basis to enable the children to meet targets set either on their IEP or linked to specific aspects of their work that require that extra reinforcement and support.

Staff training is carried out regularly based on what needs are presented to enable us to support children fully. Some training is carried out in house and when a member of staff is trained in a particular area this is disseminated to other staff where possible.

Attendance, behaviour and engagement is monitored to ensure the quality of provision and safeguarding of the children is effective.

#### **SATS provision**

Should your child need any extra arrangements when they take their Year 6 SATS, this can be requested in conjunction with other agencies involved.

#### **Accessibility to trips and clubs**

All children at Trinity are encouraged to join in a wide variety of before and after school clubs. If necessary, extra provision is made to ensure that all children can participate in all activities. All school trips are organised and planned to be inclusive of all children, for example planning for a Year 6 residential trip the year before to enable a child with a physical disability to be able to fully join in the outdoor and adventurous activities.

#### **Preparation and support for your child when joining Trinity CE/Methodist Primary School or transferring to a new school**

Due to the nature of our school, specifically its continual growth since opening, children at Trinity are exceptionally open and accepting of new children which means children generally settle in quickly and make friends. Should your child be preparing to join Trinity CE/Methodist Primary School or to move to another school there are many strategies in place to enable the pupil's transition to be as smooth as possible. These include:

Discussions between the previous or receiving schools prior to the pupil joining/leaving. Pupils can attend a transition session where they spend some time with their new class teacher and familiarise themselves with the school environment.

Additional visits can also be arranged for pupils who need extra time in their new school. Miss Horrocks and members of the school's leadership team are always willing to meet parents/carers prior to their child joining the school. Miss Horrocks liaises with the SENCOs from the previous primary schools to pass on any relevant information regarding SEN pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged with the school's SENCO and the parents/carers and the pupil.

## 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

All statements and EHCP's are reviewed on an annual basis. Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the local authority, the parent/carer and school.

Progress data is shared with parents three times each year, in written format as well as face to face at parent's evenings.

The SENCO is available to discuss individual students at any point in the academic year, usually by appointment, to ensure privacy and confidentiality. Where possible they offer an open door policy.

The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

The senior leadership team meet termly with all class teachers to analyse and evaluate the progress of children across school and as a result provision is adapted regularly to ensure we are meeting the needs of all children.

## 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

SENCO and SEN Support - well trained staff

Escape/emergency plans and regular fire drills

In-vacuation plans and drills

Playground buddies support the younger pupils with friendship issues.

PSHE lessons and collective worship deal with issues of safety in and out of school

Children have been trained by Hands on Heart in basic principles of first aid and resuscitation and all Y5/6 children are trained in food hygiene.

Specialist teaching support is bought in to support children with specific behavioural and learning difficulties.

Family support workers – support the safety of vulnerable children at home and assist parents with behaviour strategies.

Required risk assessments are in place and updated as necessary.  
All school trips are processed through “evolve” system and risk assessments are attached to forms checked by EVC and delivered by group leaders/responsible staff.  
Safeguarding – all statutory requirements are fully met and adhered to.

Respect for one another and care for others are strong points of the school. Very minor incidents of bullying are quickly resolved and the anti-bullying policy is followed carefully.

**Parents can access any relevant policies by finding the relevant section on the school’s website.**

Clear and defined systems for Child Protection issues. Regular staff training takes place for all staff. If required, a handover is carried out by the class teacher or teaching assistant to the appropriate parent/carer.

At Unity Place, an early drop off system is in place where the children can be dropped off from 8:30am enabling siblings to get to Brookwood Way in a timely and safe manner. A member of staff greets children and parents at the gate allowing any messages to be taken and passed on. If needed parents can make appointments to meet with class teachers to discuss any concerns/needs in more detail. The doors open at Brookwood way at 8:50am. At break times and lunchtime provision is made for children with specific needs if they need to remain inside. Morning and afternoon break times are supervised by teachers and teaching assistants and a combination of teaching assistant and welfare staff supervise lunchtime breaks, with teaching staff covering and being available where needed.

Class teachers are available at the end of the school day if needed, at 3.25pm at Brookwood Way and 3.10pm at Unity Place.

All classes have access to teaching assistant support with teaching assistants often working across year groups. Some classes have additional support if required.

Both sites have drop off parking arrangements and all are encouraged to drive through the school grounds keeping the child’s safety as paramount.

### **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**

Staff are regularly paediatric first aid trained and specialist training is given when needed – i.e. epipen

Care plans are followed in consultation with parents and health professionals. New or updated care plans are regularly discussed at staff meetings to ensure all staff, are aware of the details and a copy of the care plan is stored in classroom and the office.

All medication is stored and administered only by certain people and then only if prescribed and needed for more than 3 times a day. Parents are encouraged to give medication when necessary.

Photographs of the child are used on boxes of inhalers and epipens and they are taken with the child

throughout school.

We liaise closely with the school nurse and regular checks are done at key points in your child's school life, i.e. hearing and sight checks in KS1.

At times it may be necessary to seek support and advice from services outside the school such as:

- School nurses
- Educational Psychologists
- Speech and language therapy
- Occupational therapy, physiotherapy
- Auditory support services
- SEND (formally IDSS (inclusion Disability support services)) – specialist teachers, educational psychologists, counsellors etc.
- CAMHS (Child, Adolescent, Mental Health Services)
- Social Services
- Outreach teams from Golden Hill

The first line of support from the educational psychologist team would be verbal advice given to the SENCO and class teachers if necessary. If your child needs further support and meets the requirement of the Educational Psychologists service then a referral can be made to gain support through either a group consultation or a 1:1 session. Information from this session will then be written into an action plan for the school to use in conjunction with your child's individual provision map. If it was necessary for the Educational Psychologist to come into school to assess your child they would arrange to meet with both you and your child, perhaps observe in your child in class and carry out any necessary assessments. The information from this will be added to Individual provision maps and interventions in school and at home.

### **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**

A full staffing structure of the school is available via the website or within the school prospectus.

All staff aim to be as possible flexible in contacting parent/ carers. If parents/carers make contact and staff are not available, they will return calls as soon as possible.

We have an open door policy. Parents and Carers are welcome into school.

Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.

For information about keeping up to date with progress we hold two parents' evenings, provide an annual written report and three termly book looks for parents to come and see their children's work.

The school holds 'open day' type events on a regular basis.

On starting school at the meeting for newcomers, key staff members are introduced to parents and a Welcome Information pack is distributed.

High school staff visit school during the transition period of the summer term and pastoral and academic information is shared.

Parents/carers are invited to a weekly Celebration Assembly if their child has an award. We also hold special worship assemblies at key parts of the church calendar which parents are invited to.

There is a strong parent representation within the School Governing Body.

Parents can contact school either in person, via telephone, letter, email or via the app.

At specific points in our school's development we have had open days and would do in the future where needed.

## **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 a school council with representation from each class voted for by the students in that class. The council meets every fortnight and is facilitated by a member of staff. The school also has an Eco committee, a sports council and worship group.

Students complete questionnaire about aspects of school life annually and where required can advocate for each other or work together in small groups to complete. Pupils with an IEP also give their pupil voice at review times and review their one-page profile annually. This can be supported by a member of staff to whatever level is appropriate for that child to communicate their thoughts on their learning, their progress and the support that is in place.

Parents are consulted at annual review, parents evening and via questionnaires. As well as informal discussions whenever they may contact school.

Parents hold several places on the Governing Body of the school and parents act as volunteers in school for aspects of work or to support activities. Our SEN governor regularly comes into school, building a strong link between the governing body and the children on our SEN lists.

The school works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc. in order to support an



individual student as required.

### **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**

If the school is asked, admin support staff will aid families in completing paperwork or direct it to the most appropriate person to help and support. Parents can ask for that help.

A member of staff has responsibility for transition arrangements at key points in a pupils' school life.

The Head Teacher and Deputy Head are responsible for parent/family liaison and they can offer or signpost support and advice to parents/carers and family. The school works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc. in order to support an individual pupil as required.

The school offers an open door policy where possible.

### **Transition to Secondary School**

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

### **What the school provides**

All Y6 pupils transferring to Secondary school undertake a transition process throughout the summer term. We encourage pupils to attend the transition day where they can meet other pupils joining their new school, the staff they will work with and become familiar with the surroundings. For some young people a more personalised approach may be required and this can be set up by negotiation.

The SENCO works closely with pupils, parents/carers and secondary school to ensure a smooth transition and where needed extra meetings between any outside agencies may be arranged. Time and care is taken to ensure the secondary school has a full picture of the child, including all needs and interventions provided as well as strengths and successes.

Our Key staff members meet Secondary school teachers in the summer term to share pastoral and academic information.

End of year results are sent to Secondary school.

All SEN other information is transferred in accordance with LEA guidance.

Secondary school staff may visit pupils, the class teacher and the SENCO if necessary, prior to them joining their new school.

## 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

Trinity runs a before and after school club called School's Out, at both sites. School's Out at KS1, is run from the Trinity Centre at Brookwood Way.

Pupils have access to a wide range of extra-curricular clubs throughout the year. These include sports, music, arts and language options. Some are run by bought in coaches and others are run by school staff. Where places are oversubscribed parents will be informed as to how places will be allocated. Clubs and activities are risk assessed and planned to ensure they are fully inclusive. Some clubs may need to be paid for if they are being run by an outside agency.

School seeks voluntary contributions for payments from parents for trips and visits and where possible they are subsidised by our PFA.

We encourage children to make friends by providing teaching assistant and mentor support, circle times and nurture groups. At the start of every half term staff run specific lessons based on the behaviour expectations and these include teaching explicit social skills such as ways to be good friends and how to include everyone.

All SEN other information is transferred in accordance with LEA guidance.

Secondary school staff may visit pupils, the class teacher and the SENCO if necessary, prior to them joining their new school.