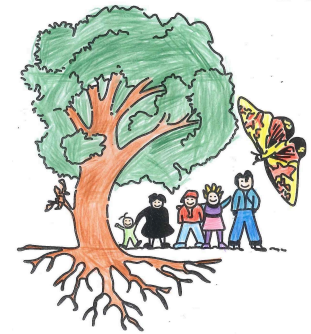


Tatham Fells CE (VC) Primary School

SEND SCHOOL OFFER DOCUMENT

September 2024



School Details

Tatham Fells CE (VC) Primary School
Lowgill
Lancaster
LA2 8RA
015242 61441

head@tathamfells.lancs.sch.uk

www.tathamfells.lancs.sch.uk

Age range: 3-11

Number of pupils on roll: 24

Headteacher: Mrs Fiona Ip

SEND Coordinator: Mrs Liz O'Brien

SEND Governor: Mr John Wilson

Tatham Fells CE (VC) Primary School does not specialise in meeting the needs of children with any particular type of SEND.

Accessibility and Inclusion

Tatham Fells CE (VC) Primary School is an inclusive school that seeks to provide personalised provision for all pupils. To ensure access for pupils or parents with disabilities, the school has taken steps to improve access to all areas in line with Tatham Fells CE (VC) Primary School equality, accessibility and inclusion policies. A number of changes have been made to the school environment to improve accessibility:

- Wheelchair access around the back of school
- Accessible signage
- Disabled toilet with support bars
- Bank of chromebooks

Information about school including policies, governors, staff, contacts and weekly newsletters are available on the school website. Resources for children are labelled with pictures and words where appropriate. Resources are displayed at children's height. We have no specialised equipment. Tatham Fells Primary School is committed to the provision and development of an inclusive learning environment. Planning is reviewed annually and/or in response to the needs of children joining our school.

Admissions

The governing body of Tatham Fells CE (VC) Primary School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice. Admission to Reception is coordinated by the Local Authority.

Keeping Children Safe

The Headteacher carries out Risk Assessments alongside school governors and staff where necessary. Two staff supervise each playtime. Teaching assistants supervise children in the play areas at lunch times. When appropriate, for a child with an Education, Health and Care plan 1:1 supervision is implemented at play and lunchtimes. Support is available in every class but some classes have additional adult support if required, on a needs basis. Parents can access the school's Anti-Bullying Policy on the school website.

Teaching and Learning

Teachers, support staff and our SEN coordinator work very closely to assess and plan provision for pupils with Special Educational Needs. Parents are involved at the earliest possible opportunity to support early identification of a pupil's additional needs.

Pupil progress is monitored half termly by teachers. Pupils not making expected progress are identified by class teachers and senior leaders. Provision is carefully reviewed and additional intervention is planned to reduce barriers to learning. Additional 1:1 SEN provision may be appropriate and support could include further assessment either internally or externally by specific professionals including; Inclusion Disability Support Service (IDSS), specialist teacher, Educational Psychologist, Speech and Language Therapist, School Nurse.

Each class has a Teaching Assistant to support teaching and learning each morning and most afternoons. We have one teaching assistant who is trained to work with children on a 1:1 basis or with groups of children with speech and language difficulties. We have two HLTAs who are used to cover classes and work with pupils in need of support.

When sitting statutory assessments children with SEN can be supported 1:1, have timed breaks, be granted additional time, sit assessments in a quiet setting in a small group to aid concentration. Our termly provision summaries record the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following intervention.

Reviewing and Evaluating Outcomes

For children with an Education, Health and Care plan, parents and all relevant professionals contribute and take 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. Support plans are produced termly and reviewed alongside the parent and child. The school operates an Open Door policy with regards to any concerns a parent may have. Pupils' progress is monitored throughout the school and Pupils with SEN are monitored using the schools assessment and tracking framework.

Parents of pupils with support plans are invited into school to discuss their child's targets. Evidence collected during the half term is used to show parents on how the targets are worked upon. The plan is evaluated and new targets set. Time is given to pupils to discuss their targets and if they have met them. The targets set reflect the child's needs at that time.

Health (including Emotional Health and Wellbeing)

Prescribed medicine which is required at least four times daily can be administered by school (if no one else is available to administer) after parents complete a Medical Form (Form 3). Named medicines are kept in the staffroom fridge or safe place (Headteacher's office) and these must be delivered to school by the parent (not brought to school by the child). The responsible person administers the medicine or supervises its administration. A Medicine Log is kept in the office containing details of all administered medicines. Parents are required to collect medicines at the end of the school day. Pupil inhalers are kept by the class teacher in the classroom. A list of staff with First Aid Training is kept by each First Aid Box in several locations around school. Care Plans are drawn up in consultation with parents and the school nurse. Care plans are kept in the pupils' classrooms with a master copy kept in the medical needs file. Pupils with extreme needs have their details displayed in the staffroom with all relevant details and contact numbers. We have a first aid box in the main hall, FS classroom and the school office. Pupils' emotional development is closely monitored and this is tracked and targeted as pupils move through the school. Any additional support required to support pupils emotional wellbeing is sought through the Primary care trust.

Communication with Parents

A weekly update is sent to parents via email along with a monthly newsletter, which is also available on the schools website. The school website contains details of all staff with their role within school. The school website has a list of all governors and their role in school improvement and monitoring. The School operates a 'Safe Open Door' policy and has 2 parent consultation evenings a year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for parents to record their views and suggestions. Feedback from the parent questionnaire is provided once information has been gathered and how matters are addressed is included in the school newsletter.

Working Together

We have a School Council and a School Eco-Team for pupils to contribute their own views. Parents can have their say about their child in Parent Evenings, Annual Reviews and support plan reviews. Children are also involved in support plans and Annual reviews. Elections to the Governing Body are held in the event a vacancy arises. We have an active PTA who plan half termly events for the children, parents and staff. Our SEND governor is updated half termly on other SEND issues in school.

What help and support is available for the family?

The SENCO or Headteacher can offer help with forms if this is required. We have access to Lancashire Parent Partnership if necessary. If a pupil requires a Travel plan to get to and from school this would be dealt with by the class teacher, SENCO and Head Teacher if required. The Friends of Tatham Fells Primary School fundraise and organise activities for parents, children and staff to get together on an informal basis.

Transition to Secondary School

Our Key Stage 2 teacher and Headteacher meet with the heads of year 7 for the feeder secondary schools. Information of open days to various secondary schools is made available to parents through the weekly newsletter. Transition days are organised to allow pupils to visit their intended secondary school in the Summer term. SEND children's transition is carefully planned alongside secondary staff to allow the move to be as smooth as possible. This ranges from the SENCO at the secondary school being invited to meet the child, attending the annual review meeting, information being shared and day visits to the secondary school. Meetings with parents can also be arranged to support this transition.

Extra-Curricular Activities

Tatham Fells CE (VC) Primary School school starts at 8:30am. Children are welcome from 8:00am. There are usually opportunities for pupils to take part in a series of sports clubs after school, partly funded by the Sports Premium initiative. Sport clubs also take part during the school day. Loaves & Fishes is led by our Church volunteers on one afternoon each term. All children are able to join the after school clubs we offer.