

Withnell Fold SEND Local Offer 2025



School Name and Address	Withnell Fold Primary School Withnell Fold, Chorley. Lancashire. PR6 8BA		Telephone Number	01254 830437
			Website Address	www.withnell.lancsngl.ac.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	4 - 11			
Name and contact details of your school's SENCO	Mrs Sara Moreton Withnell Fold Primary School. Withnell Fold, Chorley. Lancashire. PR6 8BA Tel: 01254 830437			

Name of Headteacher	Mrs Sara Moreton		
Contact telephone number	01254 830437	Email	head@withnellfold.lancs.sch.uk

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Accessibility and Inclusion

Withnell Fold Primary School is a small village school. The school can be accessed via a ramp (with handrails to the right) at the front door. All other doors are accessible. The main part of the building is Victorian with later extensions, joined by 5 steps on the corridor – **this is not suitable for wheelchairs.** The school is set within the cobbled village square which is privately owned by the residents; parking is therefore limited to the lane. There is an accessible toilet **but this does it have changing facilities**

School newsletters are emailed weekly to parents / carers and other interested parties but paper copies are also available on request. This and other school information can be provided in large or alternative fonts. Specific information with regards to additional needs can be requested from and discussed with our head teacher and SENCo and can be found specifically under the SEND tab on our school website www.withnellfold.lancs.sch.uk. **The text message service is also used to convey extra information or reminders. Office staff are available to answer any question face to face.**

School information is available on the school website and there is a community noticeboard located on the front of the school building. Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom.

Visual timetables and other visual resources are sometimes used in school, where appropriate, to suit the needs of individual children. **There are some signs in BSL to help the deaf child within school. Educ-mics are available for hearing impaired children. If your child requires something in addition to enable them to learn, we will endeavour to provide that support or equipment where necessary such as pencil grips, coloured overlays, fidget toys, wobble cushions etc**

The school has a range of ICT programmes suitable for pupils with SEN, in addition to IPADs, headphones, recording devices and laptops. Interactive whiteboards are installed in every classroom and in the extension.

Teaching and Learning

Early identification of Special Educational Needs is vital and the role of parents, carers and families are fundamental in this process. Teachers discuss any concerns at the earliest opportunity and work in partnership with parents and carers.

The class teacher and the SENCO assess and monitor the children's progress and work closely with parents, carers and appropriate school staff to plan an appropriate programme of intervention and support. Teaching Assistants work in each class and all staff provide pastoral support to children and families if needed.

It may be necessary for school to seek the help and advice of outside agencies, with parental permission. This could be from specialist teachers, health professionals, Educational Psychologists, **counsellors** or other agencies.

The majority of staff have received First Aid training. Epipen and Epilepsy training has been completed by **most** staff.

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Children with Special Educational Needs sometimes require support during exams. This could be having an adult 'reader' in maths exams or extra time or breaks. These arrangements are made on an individual basis based upon the specific needs of the child.

The Lancashire Tracker tracks progress and provides data, monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

Ongoing support and development is in place for staff supporting children and young people with SEN. This may be provided by outside agencies through INSET days and staff training delivered in house by the nominated school SENDCo.

Reviewing and Evaluating Outcomes

Parents / carers of children with an Education, Health and Care Plan (EHC) are asked to contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child **in advance of the meeting**. Pupils are also asked to make a contribution to the review **if appropriate**. Other relevant agencies are invited to attend or provide written reports for review meeting. **Summary advice is sent to the local authority, the parent/carer and school.**

IEPs (Individual Education Plans) are produced termly or half termly to plan for the needs of children with Special Educational Needs. These are shared with parents / carers, we encourage parents / carers to be involved with this process.

Pupils' progress is monitored throughout the school and IEPs are evaluated termly in order to celebrate the success of the child, as well as to pinpoint where the child has struggled and to help plan for the next steps and appropriate target setting.

Keeping Children Safe

The Head Teacher and nominated staff carries out Risk Assessments where necessary.

Before the start of the school day, parents / carers are asked to wait in the playground with their children until 8.45am when the bell rings. This indicates that the children can begin to go into school. If necessary, this is a time when handover can take place for children who may need additional support. Children can be supported on an individual basis by a member of staff should they need extra support with daily transitions into school.

At the end of the school day, children exit from different parts of the building according to their year group. Children in the Foundation Stage and Key Stage One are released directly to their parents / carers. We ask that teachers are informed of any other adults who are collecting from school. Arrangements can be made for appropriate handover at the end of the day according to the needs of the child. As a school we run our own after school club; Withnell Fold out of school provision (W.O.S.P). should children attend this club then class teachers are informed at the start of the school day. Children in KS1 are collected by a staff member at the end of the school day.

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A Teacher or Teaching Assistant supervises the children at playtimes. Lunchtimes are supervised by Welfare staff. Depending on their specific needs, a child may need extra support at playtimes, these arrangements would be made on an individual basis.

During PE lessons and on school trips, care is taken to ensure to safety and inclusion of all pupils.

Adult to child ratios are adhered to and depending on specific need, extra staff may be deployed to assist children who need it. **Type B trips require authorisation by the local authority via the EVOLVE system.**

Safeguarding – All statutory requirements are fully met and adhered to.

Parents can access the Anti-Bullying Policy via the school website.

School carries out regular fire drills and PEEPS (personal evacuation plan) are in place should a child need one.

PHSE lessons and collective worship deal with issues of safety in and out of school and curriculum swimming also deals with water safety issues.

Children have been trained in basic first aid by Mini First Aid and this is also covered in Year 5 / 6 in their PHSE lessons.

Health (including Emotional Health and Wellbeing)

In order for school to administer medicine, parents / carers must first fill in and sign a 'Medicine form' stating the dose and times of administration. Medicines must be prescribed by a doctor **or health care professional** and be clearly labelled. Medicines are either kept in a locked cupboard or in the fridge.

Health Professionals and parents / carers will be involved in drawing up Care Plans with school, where appropriate, and these will be passed to all relevant staff with a master to be kept in SEN records. Staff undertake periodic first aid training to ensure staff are familiar with what action to take in the event of an emergency. In the case of a medical emergency, we would act accordingly. The emergency services would be contacted immediately and school policy would be followed.

Health professionals would be contacted to arrange any training which may be needed in relation to an individual child, if needed. Some staff also hold paediatric first aid qualifications.

Allergy plans are in place and are in the staffroom, office, kitchen and individual classrooms so that all staff are aware of them.

Height and weight checks are carried out in Reception and Year 6 and hearing checks in Year 1. Flu immunisations are offered to the whole school during the Autumn term.

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

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

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- o Social Services
- o 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 education plan. 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 / Carers

The website contains details of all staff currently employed by the school.

The School operates an 'Open Door policy' but for longer discussions, an appointment may be needed to ensure sufficient time is allocated.

The school operates two formal parents' evenings per year but encourage parents to talk to teachers whenever. Most teachers are present on the playground at the end of the school day. An informal parents evening is held at the end of the year to coincide with the end of year report. The SENDCO is available to discuss individuals at any point in the year, usually by appointment, to ensure privacy and confidentiality.

Open days are held for children due to start school in the Foundation Stage. Parents / Carers are also welcome to visit the school by appointment. As part of the new intake induction arrangements, staff visit the children in their pre-school settings ~~/at home~~ to aid a smooth transition. Parents / carers of children with Special Educational Needs will be encouraged to meet with staff to discuss their individual needs and to help produce IEPs, Care Plans and to meet at review meetings.

A parent questionnaire is provided for parents / carers annually to record their views and suggestions.

Working together

We encourage the children to be a part of our school community. We have an active pupil parliament, which has 2 representatives from each Year 2-6, who consult with their peers and meet half termly. The children are able to put suggestions/ideas in the suggestion box located on the main corridor.

Parents / Carers are always welcome to meet with staff to discuss their child. Staff are available on the playground after school and parents / carers can contact school by phone.

Parents, Carers and friends are welcomed into our PTFA who organise events and raise funds for the school. This is also an opportunity to meet other parents and participate more fully in school life.

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Parent Governors form part of the Governing body and elections are held when positions arise. There is also a governor with responsibility for SEN **who meets regularly with the SENDCo and reports back to the full governing body.**

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.

Help and support for families

Families can be referred to the Child and family wellbeing service if extra support is required. Staff can help in directing parents / carers to further support, if needed.

Local events are displayed in the notice board on the front of the building and some community events are advertised in our newsletter and on the school website.

If a pupil required a travel plan to get their child to and from school this would be dealt with by the class teacher, SENCO and Head Teacher if required.

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

Transition into Secondary School

In Years 5 and 6, children will have the opportunity to visit local Secondary schools. Some Secondary teachers also visit the children in their Primary setting during Year 6. This is a good opportunity for the children to get to know some key members of staff and to make the transition easier.

Staff liaise closely with the Secondary staff, especially for children with Special Educational Needs to ensure they have all the information they need. Parents, carers and children are encouraged to get to know key staff and discuss arrangements that will be needed to be in place before the child starts.

Extra sessions may be arranged for those children with SEN to aid the transition.

Extra-curricular activities

Children in Key Stage Two are offered music lessons from specialist Music Teachers (this is a fee-paying course).

Other lunchtime clubs and afterschool clubs are available. These vary between terms, some are available to all whereas some are only for certain year groups. Most clubs are free of charge and are available to all children in the specified year groups.

Children entering Reception are assigned a 'Buddy' from Year 6 to help them settle in. At lunchtimes our welfare staff help children play together and resolve differences as well as ensuring children have someone to play with and a positive role model.

Year 5 and 6 are also trained as PALS and help with games at lunchtime.