



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Balladen Community

School Number: 14026

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER  
Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>Balladen Community Primary School, Linden Lea, Rawtenstall, Rossendale, BB4 6DX</b>	<b>Telephone Number</b>	<b>01706 215233</b>
		<b>Website Address</b>	<b>www.balladen.org.uk</b>
<b>Does the school</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>

<b>specialise in meeting the needs of children with a particular type of SEN?</b>	<b>x</b>		
<b>What age range of pupils does the school cater for?</b>	<b>4-11</b>		
<b>Name and contact details of your school's SENCO</b>	<b>Mrs. Judith Winstanley</b>		

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>	<b>Mrs. Judith Winstanley</b> <b>SENCo</b>		
<b>Contact telephone number</b>	<b>01706</b> <b>215233</b>	<b>Email</b>	<b>judwin@balladen.org.uk</b>

## 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</b>	<a href="http://www.balladen.org.uk">www.balladen.org.uk</a>
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<b>Offer</b>			
<b>Name</b>	<b>Judith Winstanley</b>	<b>Date</b>	<b>July 2016</b>

**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

### **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**

Balladen School has an open door policy and actively welcomes all stakeholders in the local community, including families, friends and external support agencies. We strive to meet the needs of all individuals in our care and endeavour to provide and create an inclusive setting accessible to all. We are currently able to offer the following in terms of access:

- Disabled car parking to the front entrance.
- Wheelchair access to the main entrance. All classrooms are accessible by wheelchair from the outside. Both EYFS/KS1 and KS2 are accessible by

wheelchair.

- Hand rails to the three short flights of stairs in school – connecting EYFS/KS1 to the main school; KS2 to the main school and access to the dining room.
- Disabled toilet facilities – main entrance.
- We have a regularly updated audio visual information display in the main foyer.
- All key policies and parental information such as holiday lists, school uniform lists and up to date news bulletins can be found on the school website.
- All policies and parent information is available upon request in a large print format.
- The school SENCO (Judith Winstanley) is available to liaise with all families, including those with additional needs to give guidance, support and reassurance regarding school procedures, policies and practises and to refer to outside agencies as the need arises.
- Visual timetables and the PECs system are used to support children with communication needs. Resources and displays are clearly labelled to allow equality of access to all.
- Occupational Therapy provide specialist equipment for school to purchase such as Fox Denton chairs and height adjustable tables for children who have difficulties with posture and balance. We also liaise with Occupational Therapy to provide motor programmes for individuals who require assistance with movement and co-ordination.
- Individual work stations are provided to enable children with attention and concentration difficulties to engage in their learning effectively.
- We are continually seeking to improve accessibility to our school and its resources and welcome suggestions and recommendations. Sufficient funding is available to make adaptations to accommodate individual 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

At Balladen School we take pride in our outstanding (OFSTED Feb 2012 and Nov 2015) teaching and learning environment that we have to offer all of our pupils.

- All staff receive regular SEN briefings and training to keep up to date with current policies and practises. This is via staff meetings, attending training courses and visiting specialist schools.
- All children are assessed on entry and a rigorous tracking system ensures that every child, including those with SEN, reach their full potential across the curriculum.
- Each class is supported by at least one Teaching Assistant (TA). TA's work with small groups and on a 1:1 basis as required. They work with the guidance and support of the class teacher, Specialist teachers and SENCO. They regularly attend training courses; work closely with outside agencies, such as Speech Therapy, and have regular contact with parents.
- TA's support the class teacher with the delivery of a variety of therapy programmes, in liaison with health professionals such as Speech Therapy and Occupational Therapy. This involves TA's and teachers working with small groups, and often individual children, for specified times during the school day to work intensively around focussed targets.
- Early identification of needs and subsequent intervention is seen as best practice by all staff.
- Interventions are wide and varied to meet the needs of every individual.
- Interventions include 1:1 programmes such as 'Toe By Toe' and 'Power of 2' to improve literacy and numeracy skills. Group interventions include small withdrawal classes where literacy and numeracy are taught in a focus group to offer additional support and guidance.
- Nurture Group is an intervention for those children who are unable to access learning successfully in their mainstream classroom. This may be due to fragmented or deprived early childhood experiences, learning difficulties or disorders on the autistic spectrum. Nurture Group improves self – esteem and independence.
- The learning environment at Balladen is centred around offering a stimulating setting for all types of learners including visual, auditory and kinaesthetic. Pupils are able to access the outdoor classrooms in KS1/ KS2; sensory room; conservatory; polytunnel, garden, open fields and small woodland. Outdoor activities are accessible to all.
- Balladen School has its own mini bus which enables all pupils to access activities such as swimming, orienteering and educational visits to the library, farm and seaside.
- Specialist Teachers are employed by school to provide advice and strategies to best support individuals with a variety of special needs and disabilities including: Autistic Spectrum Disorder/ Asperger's; Severe Learning Difficulties; Moderate Learning Difficulties; Dyslexia; Physical Disabilities; ADHD and Social and Emotional Difficulties.
- The SENCO works closely with Educational Psychology to assess and monitor children with additional needs to ensure that provision and access arrangements are in place.
- Specific support and arrangements are made during formal tests such as SAT's for those children with additional needs to ensure equality of access. Individual children may have additional time, a TA to scribe or read for them according to individual 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

- Arrangements are made for an Annual Review to take place in school for children with an Education, Health and Care (EHC) Plan. Parents, individual pupils, teaching staff, TA's and other relevant Education, Health and Social Care Professionals are invited to attend this meeting and submit their views and advice regarding progress and achievement. The meeting is arranged and led by the SENCO. Parents may request a review at any time.
- The SENCO meets with all parents of children with additional needs at various times throughout the school year, including Parent's Evening to discuss changing needs, circumstances and how to best support individuals. The SENCO is always happy to meet with parents to share their concerns and identify solutions.
- All children with SEN and/ or disabilities have an SEN Support Plan in place. This is a working document which identifies specific targets for the individual child to work towards supported by their class teacher, TA, Parent/s and SENCO. Other outside agencies may also contribute towards this. This is reviewed at least termly and shared with pupils, school and home to provide consistent strategies and goals.
- The progress of children with SEN and/ or disabilities is carefully monitored to ensure that effective provision is provided. This is achieved by teacher assessments, formal testing, and evaluation of LSIP and Raise online.

## 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

All staff and Governors at Balladen School regard it as a shared responsibility to keep everyone safe at school.

- Risk assessments are completed in liaison with the SENCO, parents, Special Educational Needs and Disability Service (SEND) Officer and any other Health or Education Professionals involved.
- The Fire Evacuation Procedure at school is regularly reviewed, taking into account children with SEN or mobility difficulties.
- Handover arrangements at the start and end of the school day, for children with SEN and/ or disabilities, are considered on an individual basis according to need, with safety and wellbeing being of paramount importance. Arrangements can include slightly earlier start and finish times; collection from the classroom or TA escorting the child to meet with parents/ carers on the school yard.
- Lunchtimes and playtimes can be very busy and a little daunting for any child, including those with additional needs. Extra support is often put in place to work with individual children who may require additional supervision to keep them safe and happy. A coloured band or easily identifiable hat or jacket may also be worn by children whose awareness of safety is compromised. All staff on duty share responsibility for the safety of all children.
- Carole Peat (School Business Manager) is the named Health and Safety Governor. She regularly conducts a formal 'Health and Safety Walk' around the premises, with the Site Supervisor and often the Chair of Governors to identify any potential hazards or risks.
- The School's 'Anti- Bullying Policy' can be viewed on the school website.
- Anti- Bullying in school is regularly addressed with all pupils during PSHE sessions, assemblies and topic work.

### **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**

- Medication must be handed in to the staff in the school office. It must be labelled clearly with the child's name and directions regarding dosage and timings. It must be accompanied by a letter requesting administration and dosage, signed by the parent/ carer. The medicine is locked away or stored in the staff room fridge, as appropriate. The person administering the medicine to the child must sign with a record of the time and date given.
- The School Nurse (Carol Riley) liaises with the SENCO at least termly to identify or review children with health issues. The SENCO and School Nurse complete a Health Care Action Plan annually, to determine training

needs in school. The School Nurse delivers training to all staff covering topics such as 'Asthma,' Anaphylaxis,' 'Diabetes,' etc depending on the health needs of the children in school.

- The SENCO works closely with parents, Class teachers and the School Nurse to draw up a Care Plan or Mobility Plan should this be required. This information is stored in the staff room and shared with all staff at a Staff Meeting/ TA meeting.
- All staff are Paediatric First Aid trained.
- In cases of a medical emergency school will dial 999 immediately and then contact parents/ carers. Any medication such as inhalers kept in school will be taken with the child to hospital. If a child has a Statement or EHC Plan, their 'All About Me Profile' will be taken with them.
- Information regarding the Role of the school Nurse can be found on the school website.
- School liaises closely with a variety of health professionals. Children can access many of these on the school premises. These include: School Nurse; Occupational Therapy; ELCAS; Speech Therapy and Counsellors.

## 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

Working together with families is seen at Balladen as a vital role of school, enabling the best possible support plan to be put into place for children with additional needs. The staff at Balladen take every opportunity to keep parents informed of progress made, and share concerns so that they can be dealt with promptly. Communication with parents is encouraged in a variety of ways:

- An open Door policy – parents are made to feel welcome and valued. This begins with an Open Day for new Reception Parents.
- The SENCO attends transition reviews from Pre-School to enable appropriate resources and procedures into place immediately.
- The SENCO accompanies the Reception Class teacher/ HLTA on home visits prior to children starting school, to introduce themselves and to highlight services open to parents.
- The School website and brochure both identify staff and their main responsibilities, including the SENCO who is available to meet with parents, provide support and accompany parents to attend health appointments regarding their children, if parents wish.
- The SENCO is available on Tuesdays, Thursday afternoons and Fridays to meet with parents.
- During the school year, there are two formal Parents’ Afternoons/ Evenings where parents can make appointments, convenient to them to discuss their child’s progress. Following these parent consultations, a letter is sent home asking parents to provide feedback and share their thoughts and ideas.
- A formal written report is sent home towards the end of the academic year.
- Individual targets are shared with children and their parents once per term.
- A link on the school website enables parents to email the school directly.

## 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**

At Balladen we feel that it is important that all stakeholders are able to voice their opinion and have a say in what school has to offer. This is done via a variety of ways:

- Stephanie Hopkins organises and runs the School Council. All children, including those with additional needs are represented on this committee.
- Children know where to find 'Help Sheets' should they want to seek support discreetly.
- Children are often encouraged to have their say in how the school day is organised during assemblies.
- Groups of children eg those who have a birthday in March, are targeted each term by the Headteacher, to have an informal discussion regarding pupil voice and opinion.
- Parents are actively encouraged join the Governing Body. All the parent places are currently taken and vacancies are quickly filled.
- Parents can also become involved in school life by volunteering in school; school trips and sporting activities.
- The Governing Body regularly reviews and commits to provide sufficient funding and resources to engage with specialist teachers to meet the needs of every child in school.
- Home/ school contracts are in place to ensure that all children, including those with additional needs, have continuity with strategies and expectations both at home and in 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**

At Balladen School we appreciate that it can seem quite daunting as a parent to have a child with Special Educational Needs and/or disabilities. There are often many appointments to keep and paperwork to complete. We strive to support parents and families at every opportunity and are more than happy to help parents to complete paperwork or provide moral support by attending appointments with them, wherever possible. Parents are able to access a wide variety of information advice and guidance via the SENCO including:

- SEN/ Disability issues
  - Accessing Early Support Providers for Children and their families regarding: Parenting; Domestic Violence; Emotional Health and Wellbeing and Family Support.
  - Accessing outside agencies including: Speech Therapy; Occupational Therapy; ELCAS; Community Paediatricians; School Nurse etc
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- The SENCO is contactable via the school office, class teacher or if parents prefer, they may pop into school anytime on Tuesdays, Thursday afternoon or Fridays to speak with Mrs. Winstanley to arrange a mutually convenient time to meet up.
  - Carole Rothwell, the Nurture Group TA, offers a drop in session each Friday morning 9am – 9:30 am, in the conservatory, to any parent who would like a friendly chat or advice of where to find help regarding any aspect of parenting.
  - Balladen Children’s Centre is situated adjacent to the school and can offer parents advice and information regarding any aspect of parenting, including accessing benefits and housing.
  - Balladen’s School Buisness Manager, Carol Peat is able to help parents regarding accessing information such as Free School Meals and transition to High School. She is contactable via the school office.
  - School endeavours to meet the individual needs and circumstances of all its families and encourages its parents to approach any member of staff for help at any time.

## Transition to Secondary School

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

### What the school provides

The staff at Balladen School are aware that transition to secondary school can be an anxious time for children and their families. Several strategies are put into place to make the transition as smooth as possible:

- All Year 6 children visit Haslingden High and Alder Grange on several occasions through the year.
- High school teachers visit Y6 children in school to introduce themselves.
- Additional visits to High School are arranged for children with SEN/ disabilities, with a TA.
- Transition Reviews are held for children with an EHC Plan. The SENCO from the secondary school is invited to attend this review, and details of additional support around transition are discussed.
- Mrs. Peat is able to help parents to complete Secondary School application forms online. Please ask at the school office.
- The SENCO can contact selective schools where an entrance exam is required eg BRGS, to make appropriate access arrangements for children with additional needs.
- The SENCO can arrange for supporting TA's to accompany parents and children on visits to look round possible secondary schools, to select the most suitable school for the child.
- The SENCO liaises with outside agencies to ensure a smooth transition to secondary school, eg Occupational Therapy to ensure school is accessible for children with additional needs.

## 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

- Before and After school clubs are provided by Balladen School, for a small charge, to offer childcare from 8am until 5:25 pm. Please enquire at the school office for availability of places and costings.
- Many extra – curricular activities are on offer at lunchtime and after school. There is a small charge for some of the activities to cover the cost of

coaching. Please see Kellie Hall or Jeff Stanton in school for further details.

- Children with additional needs are encouraged to join in with the extra-curricular activities, and can be supported by a TA at no extra cost to the family, to allow them to participate safely. Please ask at the school office for details.
- We have many children at Balladen with Special Educational Needs and Disabilities. We see this as very much a positive aspect of our school. Tolerance and friendship are seen as core values and this is embedded in our PSHE/ SEAL approach throughout school.
- Balladen School is a very busy, exciting place to be. We endeavour to include everyone in our activities and strive to do our best for everyone. Everyone is seen as special and everyone is included.

You may also wish to view the LCC Local Offer at:

[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)