

School/Academy Name and Address	Ribby-with-Wrea Endowed Church of England Primary School		Telephone Number	01772 685221
	Dubside Wrea Green, Nr Preston PR4 2WQ		Website Address	www.ribby.lancsgnfl.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 SENDCo	Miss Sarah Hargreaves			

Name of Person/Job Title	Mrs. Sarah Robson		
Contact telephone number	01772 685221	Email	head@ribby-with-wrea.lancs.sch.uk

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

Please give the URL for the direct link to your school's Local Offer	https://www.ribby.lancsgnfl.ac.uk/sen/		
Name	Ribby-with-Wrea Endowed Church of England Primary School	Date	31/07/23

Accessibility and Inclusion

What the school provides

The school was built in 1893 and is wheelchair accessible throughout the majority of the building. Arrangements can be made to swap classrooms where necessary. To ensure access for all pupils and parents with disabilities the school has ensured that there is at least one access on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for disabled persons and toilet for the disabled is available for wheelchair users. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The SEN Policy is available on the school web-site together with up-to-date information about school activities as well as other policies and procedures.

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

Teaching and Learning

What the school provides

Early identification is vital and outside agencies can help advise on the provision of intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Pupils' progress is monitored termly and pupils not making expected progress are identified by class teachers and senior leaders. A class teacher will complete a Cause for Concern form and meet to discuss this with the SENDCo. Appropriate measures are then put in place to meet this need. This could include further assessment either internally or externally by a specific professional, eg SEND Team, specialist teacher, educational psychologist, speech and language therapist, occupational therapist.

The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support, known as an Individual Educational Plan (IEP). These are evaluated termly by the teacher and SENDCo and if a target is reached, new targets can be added before the end of the term. Parents are invited to sign each new IEP to show their agreement and cooperation.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENDCo can break down the assessment into smaller

steps in order to aid progress and provide detailed and accurate indicators.

Each class has the benefit of access to at least one Teaching Assistant during the week. Staff are always present on site who have received First Aid Training. Staff receive training for other needs as and when appropriate for the pupils in their care. Areas include motor skills, speech and language, Talk Boost, Bounce Back Phonics and Maths, Makaton and Team Teach Training.

In the case of children identified with special needs, specialist support, equipment and training is provided by external agencies, such as SEND Team, NHS, MacMillan Nurse etc.

When sitting examinations children with SEN can be supported following National Curriculum Assessment guidelines.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

Reviewing and Evaluating Outcomes

What the school provides

Where an Educational Health Care Plan has been issued an annual review is held, to which parents are invited and children may contribute/attend. This is where targets are set and used to inform IEP planning.

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map. PIVATs may also be used as an additional assessment tool.

IEP's are produced termly and new targets set. Class provision maps are updated termly.

The school operates an open door policy with regards to any concerns a parent may have.

Keeping Children Safe

What the school provides

The Health and Safety policy is reviewed annually and audits are undertaken by the Local Authority. At times it is necessary to carry out a specific risk assessment related to an individual's needs. It is then available to all teachers.

Parking spaces are available at the front of the school where it is a specific requirement for access.

External gates and doors are secure from public access during the school day. At home-time EYFS and infant pupils are handed over to parents/carers by a member of staff. Junior children wait for their parent in the school yard unless school has been given written permission for them to leave the premises independently. If an expected parent doesn't arrive, children are taken to wait in the school library.

Playground is supervised by staff at lunchtimes and playtimes. Risk assessments are carried out for all areas of the school and school trips.

Parents can access school policies, such as Anti-Bullying, E-Safety, etc on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

We encourage parents to time medicines so that they are not given in school. However, when it is necessary a form must be completed by the parent authorising a member of staff to administer the medication with specific instructions.

All medicine is recorded along with details of dosage and frequency. Care plans are passed on to the relevant Class Teacher and the master copy is kept in the staff room. All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, training has been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

Communication with Parents

What the school provides

The website contains details of all staff currently employed by the school and the School Prospectus also provides this information.

The School operates an Open Door policy and offers 2 formal parents evenings and a post report drop in per 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.

All teachers have a drop in evening session once a week, if parents wish to discuss their child's progress.

Governors details are displayed in school and on fortnightly newsletters.

Working Together

What the school provides

Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so).

The Governing Board actively recruits individuals with experience which will benefit the school, based on the findings of regular skills audits.

The school has a team of dedicated community helpers who contribute to school life by hearing readers and helping with a range of activities including helping on trips.

The PTFA fundraise for the school and plan social events for the children.

We are able to signpost parents to local support networks.

What help and support is available for the family?

What the school provides

The Class Teacher or Head Teacher can offer help with forms/travel plans if this is required.

Parents are signposted to other activities through the noticeboard and information table.

Transition to Secondary School

What the school provides

Throughout Year 5 and 6 pupils have the opportunity to attend local High Schools for teaching sessions to aid transition.

When choices for High schools have been made pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit school.

Children with special educational needs are offered additional transition days, if required.

Extra Curricular Activities

What the school provides

Wrea Green Breakfast Club operates from Pre-school, which provides a daily Walking Bus service to Ribby-with-Wrea School. Ribby After School club is available to all pupils and takes place on the school site.

There are opportunities for pupils to take part in weekly Music lessons (piano, clarinet, flute, saxophone, violin, drums, guitar) Sporting Clubs, such as Multi Skills, Football, Netball, Street Dance, etc. In addition, pupils can take part in a variety of extra-curricular activities which change regularly. Some of these are free and some provided by external providers incur a small charge.

The Clubs are available to all the pupils in the designated age range assigned to that activity.

Children entering Reception are assigned a Buddy from Year 6. These buddies help the Reception children settle in to normal School routines, particularly at lunchtime and playtime. Other children who are new to the school may be given a buddy to help them settle.

A House system runs across school which helps children get to know others in different year groups.

Reviewed July 2024

Sarah Hargreaves