



**SEN and Disability**  
**Local Offer: Primary Settings**  
Mainstream  
Ridge Community Primary School  
01011

<b>School/Academy Name and Address</b>	Ridge Community Primary School, Keswick Road, Lancaster, Lancs. LA1 3LE.		<b>Telephone Number</b>	<b>01524 67880</b>
			<b>Website Address</b>	<b>www.ridge.lancs.sch.uk</b>
<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>No</b>			
<b>What age range of pupils does the school cater for?</b>	<b>4 – 11 yrs</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Janet Walton.</b> <b>j.walton@ridge.lancs.sch.uk</b>			

## Accessibility and Inclusion

### What the school provides

The school building is positioned on a steep site and has two storeys. The school has made the following reasonable adjustments to improve the environment: two ground floor classrooms and a door to the playground have had slopes built into them and are now wheelchair accessible; there are accessible changing/ toilet/ shower facilities and an accessible parking space. The top school play area is accessible from the two ground floor classrooms. Currently the upper storey of the school and the lower playground are not accessible.

The school makes information available via printed newsletters, a website, a facebook page, posters and displays. Policies and procedures are available on the website or in print from the school office. These can be produced in different fonts and sizes. The school is able to access local authority interpreters if necessary.

For parents of children with additional needs the class team, SENCO and learning mentors are able, where necessary, to make information accessible and differentiated.

The SENCO works closely with class teams and outside agencies to ensure provision is appropriately differentiated. Each classroom has a visual time table, symbols are used for individual timetables using specialist programme. Every classroom has an interactive whiteboard.

## Teaching and Learning

### What the school provides

Initially the SENCO is alerted by the class teacher if they have concerns that a child has needs not being met. This can be by way of referral form or during half termly pupil progress meetings. Parents are consulted as soon as possible. The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. Where necessary the school can refer to Consultant Paediatrician, Educational Psychologist, Speech Therapist and Specialist Teachers through IDSS.

The Class teams are experienced in offering a differentiated curriculum. Each class has the benefit of some Teaching Assistant time dependent on need.

Most of the school classroom staff have had First Aid training. The school provides foundation training on Autistic Spectrum, fine motor skills and behaviour management. The school also provides training on nurture and attachment theory. Two level 3 Teaching Assistants (TAs) have speech, language and communication training. All level 2b TAs have training for Better Reading Partners and at least two TAs are proficient in delivery of Phonological Awareness Training (PAT) and Toe by Toe (dyslexia programmes). A Teacher, the SENCO and two TAs have received training in Moving and Handling and specific training relating to a child's equipment. This is an area of ongoing training.

During SATs and tests the children with SEN could possibly be supported 1 to 1, have timed breaks, be granted additional time or sit tests in a quiet setting in a small group to aid

concentration.

The school's provision map records the type of intervention all pupils are receiving, its duration, pupils' progress throughout the school and it also records how much progress individuals make following interventions. It is possible to highlight only those children with SEN support.

In the case of children with HI, VI or medical needs, specialist support, equipment and training can be accessed through IDSS, NHS (e.g. Diabetes Nurse).

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

Parents are supported to contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked and supported to make a contribution to the review. IEPs are produced termly or half termly depending on the circumstance and pupil. The school operates an 'Open Door' policy with regards to any concerns a parent may have.

The effectiveness of the provision is assessed in line with existing school practices half termly using teacher assessment, tests, PIVATS or Psychometric tests eg; WRAT, BPVS. Pupils' progress is monitored throughout the school on the Provision Map.

## **Keeping Children Safe**

### **What the school provides**

The Head Teacher, SENCO, Class Teacher, or in the case of specific children with disabilities an external Specialist Teacher, carry out Risk Assessments where necessary.

If required a handover is carried out by a member of staff to the appropriate parent/carer. There are parking areas by the school for pick up and drop off for transported children.

A TA may be available for children who need support at lunchtime and break. Any child who requires support during PE and school trips is allocated a TA who knows the child.

Some support is available in every class.

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

## **Health (including Emotional Health and Wellbeing)**

### **What the school provides**

The school policy is available to families on the website and from the Office.

The school will only dispense medication which has been prescribed by a doctor.

Parents/carers are required to fill in and sign a form detailing dosage and frequency of medicine. The medicine is kept in a locked cupboard in the office or in the fridge if

necessary.

Care plans are written with the support of the school nurse and the parent and copies given to the relevant Class Teacher and the master copy is kept in SEN records. A meeting is held to share the plan with the class team and the information is passed onto Lunchtime Welfare staff. Staff across school are kept regularly up to date with First Aid training to ensure they are familiar with what action to take in the event of an emergency.

All care/moving handling plans are individual to the child and each plan will draw on different expertise which could be medical, Occupational therapy (OT), Physiotherapy, Speech and Language (SLCN). Depending on the level of need a CAF and regular TAF meetings will ensure adequate training. Children who have been assessed as having needs by external agencies can access those services in school.

## **Communication with Parents**

### **What the school provides**

The school shares information about school staff and governors through its website, newsletters, and face to face. The School operates an Open Door policy and has parent evenings to provide opportunities for parents to discuss the progress of their child.

## **Working Together**

### **What the school provides**

There is a School Council for pupils to contribute their own views. Parents are invited to contribute to in Parent Evenings, Annual Reviews and IEP reviews. Elections are held to appoint Family Governors to the Governing Body when a vacancy arises. The school has a parent drop in coffee morning weekly. Learning mentors and key members of staff are available to liaise with parents when they drop off and pick up their children. The school is on the same site as Firbank Children's Centre. The school can make referrals to the Centre and signpost parents to courses, drop ins and other agency support through the centre.

## **What help and support is available for the family?**

### **What the school provides**

The School can offer help with forms if this is required. There are also a local agencies that can support parents with forms.

Additional information about upcoming events or general useful information, e.g. about Drop in Centres, is published via newsletter, website and Facebook.

The school offers training for families, for example it has recently held an E-Safety Workshop for parents and pupils to attend.

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.

## **Transition to Secondary School**

### **What the school provides**

Each year Year 6 pupils visit their secondary school for taster sessions and also Secondary Teachers from the local schools visit to help ease the transition from Year 6 to Year 7. The SENCO meets with the secondary SENCO to pass on information. Parents are invited to these meetings.

## Extra Curricular Activities

### What the school provides

Ridge Community Primary School operates a daily breakfast club available free to all pupils. In addition, pupils can take part in football, dance and ICT clubs after school free of charge. There is a small charge for Self Defence training.

During lunchtime the school runs social, art, football and games clubs free of charge. The social, art and games clubs are run by learning mentors and are specifically designed to support friendships and social activity. During lunchtimes there is an inclusive ball games club.