MEDLAR-WITH-WESHAM CE PRIMARY SCHOOL

LOCAL OFFER JULY 2026

SCHOOL NAME: MEDLAR-WITH-WESHAM C OF E PRIMARY SCHOOL

AGE RANGE: 4-11

SCHOOL ADDRESS: GARSTANG ROAD NORTH, WESHAM, PRESTON, PR4 3DE

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DOES THE SCHOOL SPECIALISE IN MEETING THE NEEDS OF CHILDREN WITH A PARTICULAR TYPE OF SEN? NO

THE LOCAL AUTHORITY'S LOCAL OFFER CAN BE FOUND AT: www.lancashire.gov.uk/SEND

Accessibility and Inclusion

Medlar-with-Wesham CE Primary School is a place of learning in which each individual is encouraged to fulfil their own, unique potential. We are a loving, caring, distinctively Christian family, providing an excellent education in a safe, happy environment, where every individual is valued as a child of God. Our faith touches every part of our school life, and we try to be a community which has Jesus at the heart of all that we do.
The emphasis is on a whole school approach, and as such all members of staff have a responsibility for providing every child with a broad, balanced and relevant curriculum, which is differentiated, as far as possible, to meet the needs of each child.

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability in the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that, 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

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 (e.g.; ancillary aids or assistive technology?)

What the school provides:

- Medlar-with-Wesham C of E Primary School is a split-site school. The main school building was built in 1880. Since then, a number of extensions and internal modifications have taken place, but it remains on one level. It is accessible to wheelchair users and people with mobility difficulties as there is a ramp and a push-button entry at the front of school to the reception area. The entrances to the Ocean Room and the Shark and Turtle classrooms and the entrance to EYFS are also accessible. There is a shower/ changing room in the main building, but there is no disabled toilet in the main building at present. The pavilion building, built around a decade ago, is also accessible as it is all on one level. The pavilion building has a disabled toilet.
- There are shower/ changing facilities in the main building.
- Although it does not form part of the school and people park there at their own risk, disabled parking is available on the community centre car park which is located at the top of Church Road.
- All policies are available to view at: https://www.weshamcofe.lancs.sch.uk
- Resources in the classroom are labelled and are accessible to the children. Children are encouraged to be as independent as possible within their classroom and school as a whole.
- Use of IT to support writing has been found to benefit some children. These children can use this technology, but they are also encouraged to write whenever possible.
- If your child has a disability the school has a duty to make reasonable adjustments. These may include simple adaptations to the physical environment or other aspects of day-to-day life. The Accessibilitity Plan, which is available on the school's website, covers the provision of specialist or auxiliary aids and equipment, which may assist pupils with a disability in accessing the curriculum within a reasonable timeframe and to accommodate their needs where practicable.

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:

- The early identification of special needs is very important. We believe that the earlier action can be taken, the more effective it will be. Assessment takes place over a period of time. Staff will identify children's needs as early as possible (sometimes through observations made before the child becomes on roll), so that support is put in place, without waiting for more specialist assessments and advice.
- SEN support is part of a 'step by step' approach to meeting need using the **assess-plan-do-review** cycle. It is often known as a '**graduated approach**'.
- Tracking is used to ensure children will achieve their expected levels. We believe in high-quality, first-class teaching and differentiation to meet an individual's needs. We look for gaps between expected progress and the real progress a child makes. We use this as a starting point for discussions as to what the next step for the child will be. We then use both group and individual interventions to address any gaps in achievement.
- If additional needs are identified, then, following a discussion with parents/ carers and where appropriate the child, an Individual Pupil Plan (IPP) will be put in place. The plan highlights the needs that a child is experiencing and describes the interventions that will take place to address these needs, how often and where they will take place, such as 1:1 delivery, in a small group, in the classroom or out of class. Parents and the child are involved in this process. The plan is reviewed termly.
- We listen carefully to the concerns of parents and take any information we are given into account. We encourage parents/carers to help support their child's learning at home.
- Within the classroom, we are able to support and help children who have special educational needs by providing, for example, extra help from their teachers or supporting adults and/or adapting the curriculum so it is more accessible for the child. Teachers set suitable challenges and respond to children's diverse needs through their teaching and differentiation. Teaching assistant support is available in all classes on a timetabled basis. We believe that this flexible approach to support enhances independent learning as well as giving children support when needed
- Staff supporting children with specific SEND will access training to enhance their skills as the need arises. E.g. support for a child with ASC- staff would access any extra CPD they might need to enhance their understanding of specific aspects of the different issues they may encounter. These staff would also work with any external providers when they are supporting a child in school
- We use different assessments depending on the difficulty within school and develop intervention. Following this input, should the difficulty not be resolved, we would request outside agency support following a discussion with the child's parents/ carers.
- We use Toe-by-Toe to support children with reading and spelling difficulty.
- We group by ability for phonics using the Read, Write Inc scheme
- Although we have a mixed EYFS and Year 1 year group, a Year 1 and 2 mixed year group and a Year 3 and 4 mixed year group, the children are taught as individual year groups for Maths and for English as required
- Staff are encouraged to ask for training on any aspect of SEN that they feel will enhance their work within the classroom.

- SATs- we follow the national guidelines for applying for extra time, readers and access arrangements in tests.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with EHCPs?
- 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:

- School follow Authority guidelines when arranging EHCP reviews. We follow the arrangements detailed in the new Code of Practice to review Education, Health and Care Plans.
- Children with other SEN needs: we operate an open-door policy, so parents can come and talk to the class teacher or the SENDCo whenever they feel they need to. The SENDCo can be contacted via email or telephone and is available at Parents' Evenings which are held twice a year. Staff speak to parents on a regular basis especially if there is something to celebrate.
- We evaluate our provision by reviewing IPPs on a termly basis. We use an assessment tracker to monitor a child's academic attainment, attendance, emotional health and well-being and any support provided internally or by external providers. Class teachers and the SENDCo work closely with the school's assessment lead to facilitate this.

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:

- The Headteacher and other responsible staff undertake risk assessments in the Autumn Term.
- We have a complete set of risk assessments in place covering all areas of the curriculum and use of site. These are reviewed on an annual basis.
- Individual risk assessments for pupils and staff are implemented where necessary and reviewed on a regular basis
- School visits are fully risk assessed as they arise and are verified by the school's trained educational visits co-ordinator (EVC). They are also certified by the Local Authority.
- We do not have designated parking spaces for pick up or drop off. We need to be aware of the needs of our neighbours. However, many parents make use of the Community Centre on

Church Road, but this is at their own risk, as school does not have any parking rights on this car park other than for several spaces which are designated for teaching staff

- There are two disabled car parking spaces on the community centre carpark on Church Road which is close to school. Again, these are used at the driver's risk as they are not authorised for use by parents at our school
- Supervision of children at break and lunchtimes is carried out on a rota basis. Members of staff supervise a class during each break (there may be more than one member of staff as some children require additional supervision during unstructured times). Lunchtime supervisory staff are organised on the same basis. There is always a trained member of staff on duty for First Aid.
- Trips, PE, lessons are all risk assessed by the teacher involved and in line with school policy.
- We have an Anti-Bullying and Behaviour Policy. This is available on request and on school's website.

Health- Including Emotional Health and Well-Being

- 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:

- There is a policy and risk assessment in place for the administration of medicine. Two members of staff has responsibility for the administration of medicine (the bursar and the administration assistant). If they are unavailable, this becomes the Headteacher's responsibility. Permission must always be given and signed by parents/ carers. Medicines are kept locked away in school (some may need to be kept in the fridge in the staffroom-they must be clearly labelled). They are signed in and out by parents. We will only administer medicine that is prescribed for four times a day or that is for a long-term condition.
- Individual Health Care Plans (IHP's) are drawn up with school nurses and family which are reviewed when details change or yearly if no amendments need to be made through the year. We have plans in place for dealing with low incidence medical needs. Details of children with specific medical needs are kept in the classrooms, the kitchen and in staff busy areas in school
- In case of a medical emergency, we would dial 999 and contact parents. Training for individual needs is done as and when necessary. We access support the school nursing team for support in this.
- The first aid training of staff is kept up to date. Any new member of staff will receive first aid training as soon as possible
- We have separate protocols in place for children who have different medical needs or disabilities about which school have been informed and have care plans to cover.

- Staff from Speech and Language Therapy, counselling services, the school nursing team and Occupational/Physiotherapy come to school premises to support children.

Communication with Parents and Children.

- 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 (e.g. 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:

- Communication with staff is explained at the EYFS induction meetings. For children who join school at a later date, this information is given on an initial visit. There is a notice board in the entrance porch showing photographs, names and designation of staff. This information is also on the website.
- School operates an open-door policy. School uses Class Dojo as a communication tool
- We have two open days for new parents every year. There are 3 reports annually, two short progress checks before parents'/carers' evenings, then an end of year summary. The SENDCo will talk to parents about any additional needs that are identified in regard to their progress.

This will include:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Physical and/ or Sensory
5. Independence and Self-Help

- There is a feedback form on each report. Parents are encouraged to talk with staff at any time should they have any worries or concerns.

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:

- We have a School Council and a School Worship Team. Subject leaders also hold discussions with pupils throughout the year about their subject and how it is taught in school
- We have a home school agreement called a 'One Form' which is discussed with and signed by parents. This agreement also covers homework, attendance and behaviour.
- We have a Pupil Agreement which promotes our school rules of 'Ready, Safe, Respect'
- Parent governor positions are advertised to all parents. One school governor oversees provision for children with SEND.

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/ carers 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:

- The SENDCo will support parents with the completion of forms and paperwork on request
- The SENDCo or class teacher can be contacted if parents have concerns about their child's progress or if they have concerns about behaviour or presentation at home. The SENDCo will support parents with relevant forms and making referrals to services.
- Information on school meals and educational trips can be coordinated through the school office.
- School will liaise closely with Pupil Access to support parents/carers in getting their child/children to and from school. The council provides travel support for eligible children and young people with an education, health and care (EHC) plan if the school they attend is the closest one to their permanent place of residence. Children and young people aged 5-16 without an EHC plan may still qualify for free transport to school depending on how far the walk is. Some children will qualify if the family is on a low income. If you or your child are disabled you may be eligible for financial help, concessionary parking and travel passes.

Transition to Secondary School

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

What the school provides:

- We have close links with Carr Hill High School in Kirkham and St. George's School in Blackpool. However, any school to which a Year 6 child was transferring to, would be contacted and information and visits would be arranged.
- Both the SENDCo and the Y6 teacher have close contact with each other and the child's chosen school around transition.
- Children attend the transition day with their peers.
- For children with SEND, extra visits can be arranged on request and are supported by school with the consent of parents.

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:

- Medlar-with-Wesham operate a free (for pupils) breakfast club which opens from 8.25AM each morning. There is a charged Breakfast Club (available at St. Joseph's- children will be walked to our school by a member of St Joseph's RC School staff). and a charged After School Club which costs £7 at present. (Bookings need to be made by 11AM on the day your child requires after school care at the latest or an additional fee of £3 will be incurred)
- There is a residential trip in Y5 and in Y6 paid for by parents (Parents/ carers of pupils in receipt of Pupil Premium funding contribute to the cost).
- Staff run clubs are usually free of charge. Currently, AFC Fylde (which is provided by additional sports funding) run sporting after school clubs which are free of charge to the pupils. A member of AFC Fylde offers sporting activities on a number of lunchtimes a week- all children are encouraged to join in with these activities. School's sports lead supports these activities to ensure that they are accessible to all children
- School may have other clubs, run by outside organisations which incur a charge. These clubs may take part during the holidays and will need to be pre-booked (ask at the office for details). School may assist parents/ carers with the funding of these clubs- this will be assessed on a case-by-case basis. Some spaces at these clubs are Government funded. School can provide information about eligibility for this.
- When new children join school, a Buddy system will operate in the class to ensure they settle well and make friends. Year 6 pupils are 'buddied up' with pupils from EYFS which assists the smooth and safe transition between school sites and the school and church