



## **SEN and Disability**

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

Mainstream, Short Stay Schools , Special Schools  
and Academies

Name of School: Holme Slack Community

School Number: 06012

<b>School/Academy Name and Address</b>	<b>Holme Slack Community Primary School</b>		<b>Telephone Number</b>	<b>01772 795257</b>
	<b>Manor House Lane Preston PR1 6HP</b>		<b>Website Address</b>	<b>www.holmeslackprimary.co.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: Deaf and Hard-of-Hearing (HH) Special Education Resource Facility (SERF)</b>	
		<b>Yes</b>		
<b>What age range of pupils does the school cater for?</b>	<b>4-11yrs</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs R Cavies 01772 795257 (Inclusion Manager)</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 R Cavies</b>		<input type="text"/>
	<b>Inclusion Manager</b>		
<b>Contact telephone number</b>	<b>01772 795257</b>	<b>Email</b>	<b><a href="mailto:rcavies@holmeslack.lancs.sch.uk">rcavies@holmeslack.lancs.sch.uk</a> or <a href="mailto:senco@holmeslack.lancs.sch.uk">senco@holmeslack.lancs.sch.uk</a></b>

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.holmeslackprimary.co.uk/inclusion">http://www.holmeslackprimary.co.uk/inclusion</a>		
<b>Name</b>	<b>Rebecca Cavies</b>	<b>Date</b>	21 <sup>st</sup> November 2025

## Accessibility and Inclusion

### What the school provides

The vast majority of the school is one level and wheelchair accessible. However, access to the foundation stage/reception classroom outdoor provision is currently via three steps with a handrail. We have one disabled parking space in the staff car park, which is available for parents and visitors to the school.

School has also been modified to provide for deaf and hard of hearing (HH) children. We have lowered ceilings throughout school and have installed infrared Soundfield systems in all classrooms and in the hall to provide excellent acoustic conditions. School has updated older Soundfield Systems, with up-to-date Redcat systems in each classroom. We have a Special Education Resource Facility for deaf and hard of hearing (HH) children (SERF) that has soundproof doors and modified wall coverings to optimise the listening conditions. FM/digital radio aid equipment is used with the deaf children throughout school to give the children direct access to the teacher's voice. All children and staff are taught to use some sign language including: Sign and Sing assemblies, answering the register, saying 'Good morning' in assembly, signing/singing school songs and taking part in sign language club. Hearing aids and equipment are tested daily as part of the school routine. School is visited and supported half-termly by an Educational Audiologist from Lancashire County Council.

The school actively seeks to form and maintain good relationships with parents; parents can connect with staff via class dojo or can contact the school office to arrange a mutually convenient face-to-face meeting. For parents whose first language is not English, the school will seek to provide an interpreter to attend meetings, upon request. Class Dojo also provides a 'translation' function for all messages sent. The School employs a number of staff that are multilingual; they speak Gujarati, Urdu and Arabic. Class Dojo is also used to celebrate achievements and to communicate with individual families directly.

Interactive whiteboards are installed in every classroom and in our main intervention areas The Hive and the SERF. Pupils with SEND are classroom-based for parts of the day and, when quieter areas are needed, intervention rooms are utilised – these rooms are well resourced. We have a sensory room that meets the needs of our pupils that require additional sensory outlets and part of The Hive is used for sensory circuits too.

SERF staff and some Inclusion team members are able to communicate information to deaf parents using sign language including a member of staff who runs our forest school and outdoor education with BSL level 6.

Resources for children are labelled with pictures and words where appropriate. The resources are displayed at the children's height and in the classrooms where a signing deaf child is present the sign language graphic is used too. When using the i-pads, we have direct input cables which can be used for children's direct access to the sound. The SERF also has iPads that are used to provide visual support in lessons and also as a learning tool via the apps. In classrooms where a Visually Impaired child (VI) is present the use of writing slopes, modified workbooks, enlarged fonts and non-reflective laminating pouches are used.

In classrooms, visual timetables, now and next prompts and key word communication cards are used if required. The class environment and resources will be modified for children with additional needs through careful planning with the SENCO, class teachers and specialist teachers.

We access support and advice from the Local Authority SEND specialist team and the EAL team as needed.

## Teaching and Learning

### What the school provides

The school benefit from a multi-professional Inclusion Team that consists of: Inclusion Manager (Senco and Teacher of the Deaf), one Specialist (working with deaf children) Higher Level Teaching Assistant (HLTA), Pastoral Learning Mentor, a Level 3 Teaching Assistant who delivers personalised and group interventions. The Inclusion Team work closely with Lancashire SEND Specialist Teachers, Independent specialist teachers, NHS and independent NHS Speech and Language therapists and Educational Psychologists, as well as the IEST team at LCC.

If concerns are raised by a member of staff or parent regarding additional needs of a child, the SENCo will arrange for the needs of the child to be assessed. This may involve outside agencies such as a specialist teacher for e.g. in autism, ADHD, cognition and learning difficulties, Occupational Therapy (OT) or Speech and Language Therapy (SALT). These are just a few examples. Then the SENCo, in discussion with the class teacher, parents and child agree on the provision to be put in place to meet the needs of the child. This may involve additional support in class or group or individual interventions. The child's progress will then be monitored in line with existing school policies and procedures. The SENCo and class teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

When addressing additional needs the SENCo and class teacher will look to making changes within the class setting to remove any barriers to learning and facilitate access to the curriculum, e.g. laptops for writing or specialised chairs for sitting on.

The school has a strong team of Support Staff who provide support throughout the school. Dependent on the needs of individual children and classes, some classes have more than one Teaching Assistant to meet the needs of children with SEND. The school leadership team invests in high quality CPD for all staff, e.g. courses; visits to local Special Schools; peer-to-peer support; mentoring.

All teaching staff have had training in the use of PIVATs and writing Personalised Learning Plans (PLPs). We have a professional counsellor/play therapist on a weekly basis, who provides 1:1 sessions for children that require this type of support. In addition to this our Pastoral Learning Mentor (PLM) also works with small groups of children to meet their needs. When sitting examinations children with SEND can have the opportunity to access a 'reader' for the Maths papers, have timed breaks, and sit exams in a quiet setting in a small group to aid concentration.

The School uses 'Insight' to track and monitor any interventions for our SEND children. Class teachers record the type of intervention (both academic and emotional/social needs) a pupil is receiving, time allocations and the adults working with the child. The children's progress throughout the intervention is monitored using Insight and PIVATS.

School has systems in place for early identification of a child's additional needs. The Inclusion Team use a wide range of assessment tools to gain a clear understanding of children's difficulties. We then use these assessments to plan and implement appropriate resources, strategies and interventions.

School also employs a number of Teaching Assistants (Level 2 and 3) to support children's additional learning needs within the classroom and in the wider school environment. In addition to this, intervention groups are timetabled throughout the day.

At the first opportunity, parents are informed regarding any concerns with their child's learning. Parents are kept informed by class teachers and/or the SENCO once interventions are in place. This may be through Parent's Evenings, pupil progress meetings, one to one SEND meetings and reports.

Each term, the SENCO and members of the Inclusion Team meet to monitor children's progress in line with school practices. Adjustments can be made to a child's support programme as appropriate. The SENCO, class teachers and teaching assistants monitor their progress throughout the

duration of the learning support plan and seek advice from specialist teachers and other professionals when required.

Class teachers are responsible for adaptations within the classroom and are experienced at using a range of strategies to meet all children's needs. Class teachers' professional development is supported via regular contact with the SENCO, Inclusion Team and specialist teachers. All staff receive ongoing training and development with all aspects of SEN via our specialist teachers, staff meetings, INSET days and courses. The Teacher of the Deaf provides regular training on all areas of deafness including: deaf awareness, technological equipment (hearing aids/cochlear implants/soundfield systems), speech acquisition, language development, teaching and communicating with deaf and hard of hearing children.

School make arrangements for SAT tests in line with national guidance. Modifications may include: additional time, enlarged font, flashcards (for Deaf Mental Maths test) and consideration of environmental needs.

Our school provision maps illustrate the wide range of support available to children with additional needs. Support may be accessed through 1:1 intervention (sometimes known as Wave 3) or in a small group (Wave 2).

We sometimes work with an independent speech and language therapist (Bridge Speech Therapy) in school for speech and language assessments for individual children. During the

Reception year screening takes place to identify any children who may benefit from early intervention using the WELLCOMM speech & language toolkit. Parents are notified at this point and a discussion takes place with regards to if the child would benefit from an NHS referral or sessions in school. Other children in school can access this provision if the need arises.

Some of our children also do individual speech and language programmes with our HLTA in the SERF.

## Reviewing and Evaluating Outcomes

### What the school provides

The school holds formal Annual Review meetings for children with Education, Health and Care Plans (EHCPs). Parents are always encouraged to take an active role in their child's education. Parents and children are always invited to EHCP Review meetings and have the opportunity to provide both written and verbal contributions. School holds regular informal meetings with children and parents of children with additional needs, as and when they are required. School will refer any parent of a child with a special need to the Lancashire SEND Information, Advice and Support Team (SEND IASS) who can offer support if required.

In line with school policy, staff the Senco and the Senior Leadership Team analyse data on the tracking systems within school.

Personalised Learning Plans (PLPs) are a working document for children on the SEND Record; these are reviewed and updated on a termly basis. PLPs are shared with parents and if appropriate, with pupils too. Our teachers and teaching assistants are fully involved in the child's Learning Plan and this is used on a daily basis to ensure progress is made within lessons. We also use pupil passports for children who may not need 1:1 support but need adaptation and adjustment within the classroom and school environment.

The SENCo attends termly Educational Psychology Cluster Meetings and local SENCo training clusters to develop professionally and may meet on a 1:1 basis with an educational psychologist to discuss children who have additional needs and seek their advice about the best way to support them.

The SENCo regularly monitors and reviews SEND provision in school in order to assess the effectiveness of the support provided. The SENCo meets with all class teachers on a termly basis for SEND Pupil Progress Meetings to discuss the strengths and needs of SEND pupils and to discuss their progress in relation to the curriculum, PIVATs and personal, social and emotional development.

## Keeping Children Safe

## What the school provides

Risk assessments are made prior to a child with an Education & Health Care Plan attending our school and will be revisited as and when the need arises. This may be done formally with an outside agency or informally within school.

Depending on the needs of the child, handover arrangements are flexible. These may include: liaison with taxi chaperones and school staff, communication between parents and TA/class teacher or Pastoral Learning Mentor support. This is the same if your child attends the breakfast and/or afterschool clubs.

The school's Pastoral Learning Mentor ensures children and families are welcomed and enter the school grounds safely as they arrive each day with her presence at the school gate.

School provides a daily Breakfast Club (for a nominal fee) which is run by school staff from 8.00 - 8.40am. During morning break time children are supervised by a teacher and members of the Support Staff Team on the playground. At lunchtimes the children are supervised by our Senior Leadership Team and Support Staff Team in the school hall whilst eating and then on the playground. When necessary 1:1 supervision is provided if children require additional support during break and lunchtimes.

At the end of the day, all pupils are handed over to their parents by the class teacher and Support Staff; all parents and pupils are aware of these procedures.

All school trips are processed through the "Evolve" system and risk assessments are attached to the electronic forms; this is then checked by the EVC who ensures the risk assessment is acceptable. Pupil and staff ratios are adhered to and children with additional needs often have 1:1 support during school trips.

Full risk assessments using 'Evolve' are carried out for all school trips according to Lancashire County Council policy. The Deputy Head teacher holds overall responsibility for all educational visits.

Children with additional needs are assessed on an individual basis for activities outside the classroom eg: PE, playtimes. Appropriate staffing and resources will be provided eg: a deaf child would take their FM system on a visit.

School recognise that pupils with SEND are even more vulnerable and the school has an Anti-Bullying section contained within the Behaviour Policy, which can be viewed on the website, or a hard copy can be requested from the school office. School also have policies and procedures for safeguarding including online safety and attendance. For those children that require additional support with behaviour a behaviour meeting will take place between the class teacher/SENCO/Key Stage Leader and parent/s to discuss positive steps to success. Where there is a need a child may have a Behaviour Support Plan (BSP).

## Health (including Emotional Health and Wellbeing)

### What the school provides

At Holme Slack Primary School, when it is necessary to administer prescribed medication, parents are required to complete and sign a form detailing dosage and time to be given. Medication is kept in a safe or, if necessary, a refrigerator. Parents/Carers are welcome to come into school to administer non-prescribed medications eg: paracetamol, hay fever antihistamines. Arrangements will be made for any child with an EHC plan who requires medication during the school day to be administered by a named member of staff.

Children with asthma have an agreed storage place for their inhaler so it can be retrieved as required, a record is kept of the frequency of usage and we ask parents to keep school informed regarding any changes in their child's condition. Following recent guidelines we also ask that we have a spacer in school for any child who has an inhaler. Inhalers are always taken on out of school visits along with a first aid kit and qualified first aider. In case of emergency, staff will follow the school's procedure.

All staff have received First Aid training. There are also a number of paediatric first aiders too.

Healthcare plans are passed on to the class teacher and the master copy is kept in the SEN records.

When mapping out SEN provision, school matches the skills of the Teaching Assistants to the specific needs of the children. Training is provided when required.

Within school, children have access to speech therapists and specialist teachers. The Inclusion Team have regular liaison with the School Health Team. Parents are invited to these meetings as appropriate. School also liaise with GPs, CAMHS and Clinical Psychologists when required.

School employ a full time Pastoral Learning Mentor who provides a wide range of support to children and families. This includes supporting children and families in times of crisis such as bereavement and family breakdown. This can include signposting families to appropriate support agencies should the family request this. The SENCO, the headteacher and pastoral learning mentor will also arrange and hold multi-agency meetings as required.

We have a buddy system in place during the Autumn term, where Year 6 pupils act as a buddy for our new Reception children. This entails helping children to get ready for lunchtime, taking them to the hall, sitting with them and encouraging them to eat their lunch, escorting them out on to the playground and helping them to make friends and play with other children. The Pastoral Learning Mentor is outside on duty every lunchtime to support children in making friends.

All staff have completed training in child trauma and ACEs. We complete regular training with whole school staff and children via Happy Minds lessons, in strategies to support wellbeing including communication avenues allowing pupils to share their worries. The Inclusion Manager and Pastoral Manager ensure our pupils access the appropriate support as needed and we work closely with outside agencies such as CAMHS, school nurse, CFWS and counsellors.

## Communication with Parents

### What the school provides

The website contains details of staff who are currently employed by the school. Families are welcome in school at any time however, the school day starts with the Pastoral Learning Mentor greeting children at the door each morning at 8.45 am and she will pass any important messages on to teachers. Teachers are available to speak to parents at the end of each day or they may make an appointment if a longer meeting is needed.

If a child is supported by a TA, communication with parents will be regular and in an agreed format eg: verbal, Home/School Diary etc.

Parents are kept up to date with their child's progress at Parents' Evenings, review & planning meetings, written reports and evaluated personalised learning plans.

Class Dojo is also used to communicate events in school and real time updates for parents on learning in class and special events coming up in school. DOJO is also used by the Senco to keep them updated on current information about their child, to arrange meetings and to keep up regular check-ins with families. The SERF also communicates with parents via DOJO and face to face.

For EYFS September admissions, parents are invited to a new parents meeting during the summer term prior to their child's start. The children are then visited in their nursery setting by their new class teacher and SENCo, if appropriate. They then have taster sessions in school in July. Children with additional needs may have further visits into school if necessary. Children then start school in a phased way (usually half days at first) over the first few days / week of life in EYFS.

We hold two parents' evenings – one in the autumn and spring term - giving parents an opportunity to discuss their child's progress and achievements. A detailed summer term report is also issued to parents. Parents are welcome to arrange meetings with staff at any time throughout the school year to discuss their child's academic progress or any other concerns that they have.

We operate an 'Open Door Policy' at Holme Slack Primary School. Parents know and understand that we try to speak to them immediately if possible but that there are times when we have to arrange meetings to discuss more detailed issues. Parents can also message their child's class teacher on class dojo or if more convenient may phone to speak to the member of staff.

Views of parents are sought regularly through parental questionnaires.

## Working Together

### **What the school provides**

There is a School Council elected by the pupils annually. They meet to discuss issues and are given opportunities to feedback to their peers in class. Parents are given the opportunity to have their say via their child's support plan, Parental Advice Form (for pupils with EHCPs) and end of year report.

School actively encourages parents to get involved in school life as much as possible. Examples of recent events include parent information mornings arranged by our deputy head and outside agencies.

Elections to the Governing Body are held in the event of a vacancy arising.

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

#### **What the school provides**

On request, school will provide support in helping parents to complete forms and paperwork. This is often done by the Pastoral Learning Mentor and the Senco as well as class teachers. Parents are encouraged to make an appointment as sometimes time is needed to 'gather evidence' in order to complete the paperwork effectively.

The Pastoral Learning Mentor can provide parents with specific information on request.

Children with statements/EHCPs who require transport to/from school may be provided with a chaperone from Lancashire County Council, but this can also be parent where necessary. Liaison with parents, chaperone and the taxi company (when necessary) ensure the daily travel is a relaxed experience for the child.

## Transition to Secondary School

### What the school provides

School provides information to parents regarding all Open Evenings for the High Schools in the local area. Additional visits can be arranged by the SENCO/Teacher of the Deaf to allow the families of children with additional needs access to the high school SENCO/Specialist teachers, with support from the Pastoral Learning Mentor and the specialist HLTA from the SERF.

The Year 6 teacher and assistant head as well as the Inclusion Team liaise closely with the high schools to pass on all relevant information regarding each child's individual learning needs. An extra transition meeting will also be arranged if required. The Learning Mentor runs regular sessions for children with additional needs during the Summer Term to familiarise children with all aspects of the High School day.

For children with an EHCP whose families are looking for a specialist provision for secondary schools, the Inclusion team often accompany parents and/or take them to the schools for them to make an informed decision and then again during the summer term.

## Extra-Curricular Activities

### What the school provides

The school provides a daily Breakfast Club (for a nominal fee) which is run by school staff from 8.00-8.45am. School also has an After-School Club facility which runs from the end of school until 5:45pm.

School offer a wide variety of multi sports clubs as well as Choir, and Sign Language Club. The clubs are run free of charge by school staff (although sometimes outside groups come into school for a period of time and offer clubs for a fee eg: Street Dance, Football etc). The details of the clubs on offer are available on the school website.

## Feedback

Parents can give feedback to school via: telephone: 01772 795257

Email: [office@holmeslack.lancs.sch.uk](mailto:office@holmeslack.lancs.sch.uk)

Speaking to a member of staff.