



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Richard Durning's Endowed Primary School**

School Number: **08/024**

School Name and Address	Richard Durning's Endowed Primary		Telephone Number	01257 462968
	Chorley Road Bispham L40 3SL		Website Address	www.richarddurnings.lancs.sch.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?	3-11			
Name and contact details of your school's SENCO	Mrs Rebecca Whitfield Mrs Sarah Bowey 01257 462968			

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.

Name of Person/Job Title	Mrs Rebecca Whitfield Headteacher / SENCO		
Contact telephone number	01257 462968	Email	head@richarddurnings.lancs.sch.uk

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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 website.

Please give the URL for the direct link to your school's Local Offer			
Name	Rebecca Whitfield Sarah Bowey	Date	October 2025

Please return the completed form by email to:

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

The school was built in 1692. The children's entrance and the adult entrance are both wheelchair accessible. Both have doors wide enough to accommodate if necessary.

One of the classrooms is on the first floor. As we don't have a lift we have planned to move the children's classes around if it was required.

We have a disabled toilet which is available for both adults and children.

Information is available on the school website as well as paper copies sent home. Larger versions can be requested if needed.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of computing programmes suitable for pupils with SEN in addition to iPad's, Kindles, Laptops and interactive whiteboards. We use a wide range of programmes and support for children with dyslexia.

Yellow paint outlines steps and other areas requiring caution. All steps have handrails.

We have a sensory room for children who need time and space to regulate.

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

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.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

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

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened for dyslexia and dyscalculia and assessed if necessary by outside agencies such as Strive. All classes benefit from at least one Teaching Assistant at times during the day.

In the case of children with medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse etc).

Staff have received First Aid and Epipen training. Two TA's have attended courses on hearing impairment and to support pupils with dyslexia and ASD. All staff have had training on dyslexia, attachment and emotional, health and well-being. The Headteacher has attended specific courses on Emotional Health and Well-Being and ASD. All staff have received training on ACE's. We have 2 TA's who are Mental Health First Aiders.

When sitting examinations children with SEN can be supported 1 to 1 (EHCP), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

Children on the SEND register have a Pupil Passport which details their SMART targets, provision and how quality first class teaching will be adapted to meet their needs. Each class has a provision map so it is clear when interventions and provision is due to happen and this is monitored regularly.

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

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

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.

All aspects of school life, included SEN, is monitored and evaluated on a regular basis in a variety of ways.

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 Head Teacher and class teachers carry out Risk Assessments where necessary.

If required a handover is carried out by the SSA, a T/A or class teacher to the appropriate parent/carer.

Our welfare staff are also teaching assistants so our children benefit from being known extremely well to all staff. Support plans are in place where needed.

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

TA support is provided according to the children's needs and this is moved around accordingly.

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

All medicine is recorded in a medicine policy file along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their

child. Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records. 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, Diabetes, Asthma and Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

Our medicine policy is available on the website.

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

The website contains details of all staff currently employed by the school. The School operates an Open Door policy and has 3 parent evenings a 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.

We offer a Family Afternoon each term where parents can spend time alongside their child in class. Parents are welcome to make an appointment with their child’s teacher or Head Teacher to discuss progress or any other issues at any point during the year.

The Headteacher is visible each morning at drop off time and at the end of the day all teachers are available so parents can talk to them on a regular basis if needed. All staff check their class emails by 8:30am each day.

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

There is School Council and Sports Council for pupils to contribute their own views. Parents can have their say about their child in Parent Evenings, Annual Reviews, Passport reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises.

There are numerous opportunities for parents to be involved in our school through Family Afternoons, special assemblies, volunteering in school, PTFA and other ways.

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

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

The school holds workshops for parents on a regular basis, for example, e.safety, curriculum, English, Maths, phonics.

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

What the school provides

Each year pupils visit their forthcoming 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. We also support transition through participating in the Heads Up programme.

If needed further visits would be arranged and a TA could visit the school with a child.

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

Richard Durnings operates a daily Breakfast Club and After School club available to all pupils. The opportunities for pupils vary each term/year and always include a wide range of both sport clubs and other aspects, for example, lego and storyclub.

The clubs are available to all the pupils in the appropriate age range. Children also have a Reading Buddy and read during the term to them.

If a child enters school mid-year they would be provided with a buddy to help them settle in.

At playtime we encourage all children to mix and play beyond their year groups. The children are seen as a family together and older children often choose to play with and look after the younger children in school.

Children in KS2 are able to apply for "jobs" each term and volunteer to help adults and children in school, for example, office assistant, caretaking assistant and Duckling assistant.