



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: **Lostock Hall Community Primary School**

School Number: **07009**

School/Academy Name and Address	Lostock Hall Community Primary School		Telephone Number	01772 338289
	Linden Drive, Lostock Hall, PR5 5AS		Website Address	www.lostockhallcps.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	✓			
What age range of pupils does the school cater for?	3- 11 years			
Name and contact details of your school's SENCO	Miss Alexandra Jones Email: ajones@lostockhallcps.co.uk Tel: 01772 338289			

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	Name: Miss Alexandra Jones Job Title: SENDCo		
Contact telephone number	01772 338289	Email	ajones@lostockhallcps.co.uk

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/academy website.

Please give the URL for the direct link to your school's Local Offer	https://lostock-hall-community-primary-school.secure-primariesite.net/special-educational-needs-disabilities-send/		
Name	Alexandra Jones	Date	January 2026

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 is fully wheelchair accessible and is committed to ensuring equality of access for all pupils, parents, visitors, and staff with disabilities. All main entrances and internal doorways are on a single level and are sufficiently wide to accommodate wheelchair users.
- Access to the Year 5 and Year 6 classrooms, which are located on the upper floor, is provided via both stairways and a passenger lift to ensure inclusive access. Designated disabled parking spaces are available on site for parents, visitors, and staff.
- The school has three accessible toilet and changing facilities, which are clearly signposted and maintained to support the needs of users.

- The school is committed to ensuring that all information is accessible to pupils, parents, carers, visitors, and staff. Information is shared through a range of formats, including clearly displayed notices within the school, the school website, newsletters, letters, and community noticeboards.
- Written information, including policies, procedures, and school communications, can be made available in alternative formats upon request, such as larger font sizes or simplified versions. Where appropriate, information can also be shared verbally to support understanding. The school will consider requests for audio formats, visual supports, or other reasonable adjustments on an individual basis.
- For families where English is an additional language, the school aims to communicate using clear, plain English. Support may include verbal explanations, translated materials where appropriate, the use of translation tools or services, and additional meetings to ensure information is fully understood.
- The school recognises that some parents and carers may have additional needs, including sensory, cognitive, or physical needs. Staff work in partnership with families to identify and provide appropriate support, adapting communication methods as required. This may include the use of visual prompts, extended time to discuss information, support from trusted staff members, or signposting to further support services.
- Furniture is chosen with accessibility in mind, including height-appropriate tables and seating. The provision is designed to be inclusive and accessible to all children. Resources children require are clearly organised and stored at child height so children can independently select and return materials. Learning areas are uncluttered, with wide walkways to support children with physical or mobility needs.
- We use a consistent system of visual supports throughout the setting. Resources are labelled with pictures, symbols and words to support children who are non-verbal, have English as an additional language, or benefit from visual cues. Visual timetables are displayed in all classrooms and now/next boards, and choice cards are used with some children to help them understand routines and make independent choices.
- A small range of ancillary aids are available to support children's individual needs and promote full access to learning. This may include sensory resources such as weighted blankets, lap pads and fiddle toys to support regulation and concentration. We also use basic communication aids such as visual timetables, PECS, now/next boards.
- For physical access, equipment is introduced and supplied based on individual needs and professional advice (such as from therapists, or external agencies), staff are then trained by these professionals in how the equipment effectively. We can small, adapted tools (e.g. chunky pencils, easy-grip scissors).
- We have a range of computing programs and equipment available to support children with SEND. In addition to laptops, iPads and desktop computers, classrooms are equipped with Clever Touch screens and Interactive Whiteboards. In the Early Years and Key Stage One, Interactive Whiteboards are made easily accessible using steps, allowing younger children and those with physical needs to participate independently. These technologies are used to support learning through visual, auditory and interactive approaches, enabling children to engage in ways that suit their individual needs.

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:

- Our school follows the SEN Code of Practice in meeting the needs of all learners, including those who have, or may have, Special Educational Needs. A graduated approach is central to our practice, with a continual cycle of assess, plan, do and review. This approach ensures that support is responsive, targeted and regularly evaluated.
- High-quality teaching, differentiated to meet individual needs, underpins all provision. Through ongoing assessment and reflection, we adapt teaching strategies and interventions to ensure all children are supported to make progress and achieve their full potential.
- Early identification of need is vital. If parents or the class teacher has concerns about a child's progress or development, the class teacher will record these concerns and meet with the SENDCo to discuss them. These initial concerns are shared with parents to ensure open communication and partnership working. Where appropriate, the graduated *Assess, Plan, Do, Review* process is followed to identify needs, implement targeted support and regularly review progress. This ensures that support is timely, effective and responsive to the child's individual needs.
- The school has a Learning Mentor who supports children both academically and emotionally. The Learning Mentor and SENDCo, works closely with key adults within school, and parents/carers to ensure consistent and effective support. The school also liaises effectively with external agencies to support and advise on appropriate intervention strategies. These include the School Nurse, CAMHS, Occupational Therapy, Speech and Language Therapy, and any other relevant services. This collaborative approach ensures children receive well-coordinated support that meets their individual needs.
- Training needs of staff and the school are identified through the School Development Plan (SDP), the appraisal cycle, SEND audits, and individual pupil needs. The appraisal process and professional discussions for both teaching and support staff are used to identify individual training requirements. The SENDCo undertakes relevant professional development to remain up to date with local and national SEND developments, key information and guidance is shared with staff. Training is introduced and provided in response to individual pupil needs and on the advice of relevant professionals, including therapists and external agencies.
- Where required, and in line with reasonable adjustments and agreed access arrangements, pupils may be supported during assessments on a one-to-one basis, provided with timed rest breaks, or granted additional time. Pupils may also complete assessments in a quiet, separate area where this is necessary to meet their individual needs and ensure fair access to assessment.
- Pupil progress meetings and tracking systems are used to identify the interventions a pupil is receiving. Meetings with key staff and the School Leadership Team (SLT) review the effectiveness of these interventions in relation to the progress made by pupils.

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:

- The SENDCo will arrange and coordinate review meetings, inviting parents/carers and any relevant agencies and professionals involved with the child. All necessary documentation will be completed in advance of the review meeting. Pupils are encouraged to contribute to their own reviews in a manner appropriate to their age and level of understanding. Reviews of Education, Health and Care Plans (EHCPs) are held as follows:
 - **As required**, including where needs or provision change
 - **Early Years** – every six months
 - **Key Stage 1 and Key Stage 2** – annually
- A Targeted Learning Plan, with individual targets, is put in place for pupils who require additional provision. These targets are reviewed termly, or more frequently where appropriate.
- The effectiveness of provision for pupils with SEND and the pupils progress is assessed and evaluated through regular monitoring and review processes. These include pupil progress meetings, analysis of assessment and tracking data, and the review of Targeted Learning Plans against agreed outcomes. The impact of interventions is evaluated in terms of progress made, and adjustments are implemented where necessary. Regular reviews are held with parents/carers, pupils (where appropriate), staff, and external professionals. The graduated approach of *Assess–Plan–Do–Review* is used to ensure provision remains responsive to individual needs.

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:

- Risk assessments are working documents and are completed where necessary to support the safety and inclusion of pupils with SEND. They are carried out when a pupil's needs are identified, prior to the introduction of new activities, provision or equipment, and reviewed regularly or following any significant change in circumstances.
- Risk assessments are undertaken by appropriate members of staff, including the Headteacher, Governors and members of the Senior Leadership Team, in consultation with parents/carers and relevant external professionals where appropriate.

- Where required, agreed handover procedures are put in place between parents/carers and staff, including the sharing of relevant information about a pupil's needs, routines, or medical requirements. These arrangements are determined on an individual basis and may involve named staff, staggered timings, or alternative drop-off and collection points, in line with individual risk assessments and agreed provision.
- The school has limited on-site parking, including designated disabled parking bays. These bays are available for use where required to support pupils with SEND. Where additional arrangements are necessary for pick-up and drop-off, these are considered on an individual basis and agreed with parents/carers in line with risk assessments and the needs of the child.
- Where necessary, appropriate supervision arrangements are put in place during breaktimes and lunchtimes to ensure the safety, wellbeing, and inclusion of pupils with SEND. These arrangements are based on individual needs and may include additional adult support, structured activities, or access to quieter areas. Supervision arrangements are regularly reviewed and adapted as necessary, in line with individual risk assessments and the child's needs and are agreed with staff and parents/carers where appropriate.
- The school ensures that pupils with SEND are supported to stay safe outside the classroom through appropriate planning, risk assessment, and supervision. Risk assessments are completed for activities such as off-site learning, and reasonable adjustments are made to ensure pupils can participate safely and fully.
- Details of the school's Anti-Bullying Policy are available on the school website. Paper copies can also be requested from the school office. Parents/carers are encouraged to contact the school if they require further information or wish to discuss any concerns relating to bullying.

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 provide:

- The school ensures the safe keeping and administration of medication in line with its Health and Safety Policy, which includes regular audits and actions to meet the needs of all pupils, including those with medical conditions. The school's *Administering Medication* Policy is followed by all staff.
- Individual care plans are developed and implemented in partnership with parents/carers and the school, and all staff are made aware of pupils with care plans. These plans are readily accessible in first aid areas and displayed within classrooms where appropriate. All staff are also informed of pupils with high-risk medical needs, with photographs displayed in key areas of the school, including the school office, kitchen, staffroom, classrooms, and within each Key Stage year group.
- Each class maintains an up-to-date medical list identifying pupils with medical needs. Where a pupil has a specific medical requirement, additional training is provided for relevant staff to ensure they can safely and effectively support the child.
- All staff are aware of procedures to follow in the event of a medical emergency, and most staff are First Aid trained. Clear emergency procedures are displayed in every room across the school.

- The Learning Mentor provides support for pupils with pastoral and emotional needs, working in partnership with families. Parents/carers are encouraged to discuss their child's needs with the Learning Mentor prior to any support being put in place.

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 school ensures that parents and carers are aware of key staff roles and know who to contact if they have concerns about their child. A *Meet the Staff* board is displayed in the school entrance and information is also available on the school website, showing all staff, including Governors. Parents/carers are encouraged to contact the class teacher in the first instance, with further concerns directed to the SENCo / Family Support Worker or a member of the Senior Leadership Team as appropriate.
- To support effective communication and transition, Early Years teachers carry out home visits when children start our school. A transition evening is held for all parents when pupils move from Key Stage 1 to Key Stage 2, and a further meeting is held for parents of Year 5 pupils to support preparation for transition into Year 6.
- The school holds two parents' evenings each year, providing parents/carers with opportunities to discuss their child's progress. This is supported by two written reports issued annually to keep parents/carers informed of their child's attainment and development.
- The school offers parent tours, providing prospective parents/carers with the opportunity to visit the school, meet staff, and gain information about the school environment, provision, and ethos. Where appropriate, additional visits can be arranged to support pupils with SEND and their families.
- Parents and carers are encouraged to attend class assemblies and school sporting events, providing opportunities to engage with school life and celebrate pupils' achievements.
- Parent workshops are held to support their child's development and to welcome parents/carers into school, providing opportunities to share information, guidance, and strategies to support learning and wellbeing at home and in school.
- Parents and carers can provide feedback to the school in a variety of ways, including through parental questionnaires, discussions with staff and during parents' evenings and review meetings.

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:

- The school has a School Council, made up of two representatives from each year group from Year 1 onwards. In addition, the school has an Eco Team, which operates in the same way. These groups provide pupils with opportunities to represent their peers, contribute to school life, and have their views heard.
- Parents and carers are encouraged to be actively involved in their child's education and are provided with regular opportunities to share their views. These include parent consultation meetings and review meetings for pupils with SEND. All families have access to weekly class and Head Teacher updates via the school blog, and parents/carers are welcomed to support classes on school trips where appropriate. Parental questionnaires are also distributed, providing parents/carers with opportunities to give feedback and have their say in their child's education.
- In the event of a vacancy, elections to the Governing Body are held, providing parents/carers with the opportunity to stand for election as parent governors. The Governing Body is fully supportive of the school, including its work to meet the needs of pupils with SEND. The SEND Governor works closely with the SENCo through meetings, school visits, and the review of reports, and provides feedback to the Governing Body to support effective monitoring and strategic oversight.
- A home-school contract is signed by all parents as their child starts school. Home-school agreements support pupils with SEND and their families by promoting a shared understanding of roles, responsibilities, and expectations between the school, parents/carers, and pupils. Where appropriate, agreements are adapted to reflect individual needs and to reinforce strategies that support pupils with SEND both at home and in school.

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:

- Lostock Hall Community Primary School offers support to parents and carers with completing forms and paperwork where needed. This support is usually provided by the class teacher or the SENCO / Family Support Worker depending on the nature of the paperwork.
- The school provides a wide range of information, advice and guidance to support parents and carers. Information about external agencies that can offer advice, playgroups and guidance to children, parents and families is shared regularly through the school app, on the school website, and via the community notice board. This ensures information is accessible, up to date and available to all families, supporting them in accessing additional help and services when needed.
- Support and guidance are usually provided by class teachers, the SENCO and senior leaders, depending on the nature of the enquiry. Parents can access this support through scheduled meetings, parents' evenings, telephone calls or emails. The school works in partnership with families to ensure advice is clear, accessible and tailored to individual needs.
- If a child requires a travel plan, the school supports parents with travel plans by providing information and guidance on safe routes to school, transport options and signposting to local authority support where appropriate. For children with additional needs, advice may be given regarding eligibility for specialist transport or travel assistance.

Transition to Secondary School

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

What the school provides:

- Children transitioning into Reception are supported through early and positive transition arrangements. Class teachers visit children in their nursery settings to build relationships, gather key information and support continuity of learning. In addition, home visits are carried out when children enter the Early Years setting, helping staff to understand each child's individual needs and providing reassurance for both children and families. These measures support a smooth, confident transition into school life.
- Lostock Hall Community Primary School offers a wide range of support to help children manage transitions successfully. This includes carefully planned transition arrangements between year groups and key stages. Children are given opportunities to visit their new classrooms, meet new staff, and take part in transition activities to help build familiarity and confidence, some children access a social story to take home and discuss their transition with their family and support the transition
- For transition to secondary school, pupils are supported through additional visits, transition days and close liaison with receiving schools. Where appropriate, enhanced transition support is provided for children with SEND, which may include extra visits, visual supports, social stories, transition booklets and buddying systems. Where appropriate, some children access further transition support from an outside agency to help support the children further.

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:

- A daily Breakfast Club and After School Club is operated on site, as well as a Holiday Club during half-term breaks. These clubs are available to all children who attend Lostock Hall Community Primary School, ensuring equal access to extended provision. Activities are inclusive and adapted where necessary to support children with SEND. This provision supports continuity of care, inclusion, and positive social experiences beyond the school day. Breakfast Club is charged at £4 and After School Club is charged at £7.50 per session.
- In Key Stage Two, Children have opportunities to participate in a weekly music lesson or Ju Jitsu session, which are ran by external agencies and are available at a fee.
- Throughout the academic year, school staff at Lostock Hall Community Primary School offer a wide range of extra-curricular activities which are offered free of charge, such as cross-country, computing club, netball, Boccia, cross-stitch, multi-skills, dance, drama, choir, art club and many more.
- Clubs are inclusive and open to all children within those age ranges, and children with SEND are actively encouraged and supported to attend. Activities are adapted where necessary to ensure full participation, promote confidence, and support social inclusion.
- Each year group has an assigned *Buddy Class* to promote positive relationships and a sense of community across the school. In addition, we operate a *Reading Buddy* system, where Key Stage 2 children regularly read with children in EYFS and Key Stage 1, supporting both literacy development and confidence.
- Playground Buddies support children at playtimes and lunchtimes by helping them form and maintain friendships and develop social skills. A *Friendship Stop* and *Friendship Bench* are also available, encouraging children to seek support and make new friends in a safe and welcoming way. These systems help promote inclusion, peer support, and positive social interactions for all children, including those with SEND.
- All children access educational visits within their year group. We ensure that all visits are fully accessible, with careful planning and risk assessments carried out in advance. Reasonable adjustments and adaptations are made where needed to support individual needs.

Feedback

- How can feedback be given, state options available i.e. web site, telephone, email
- What will happen once feedback received
- How you will respond to feedback

- Parents and carers can provide feedback to the school in a variety of ways, including by telephone, by email, or through discussions with class teachers, the SENCo, or members of the Senior Leadership Team
- All feedback received is acknowledged and considered carefully by the appropriate member of staff. Where necessary, feedback is shared with relevant staff or the Senior Leadership Team to inform next steps and support continuous improvement.

- The school aims to respond to feedback in a timely and appropriate manner, providing clarification, reassurance, or action where required. Feedback is valued and used to help improve provision and outcomes for all pupils, including those with SEND.