



SEN and Disability
Local Offer: Primary Settings
2025-2026
Name of School:
Eldon Primary School
School Number: 06005

School/Academy Name and Address	Eldon Primary School Eldon Street Preston PR1 7YE	Telephone Number	01772 253557
		Website Address	https://www.eldon-pri.lancs.sch.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	Yes	If yes, please give details	
	No		
What age range of pupils does the school cater for?	3 – 11 years		
Name and contact details of your school's SENCO	Mrs Bryony Mather b.mather@eldon-pri.lancs.sch.uk		

We want to ensure that we keep your information up to date. To help us do this, please provide the name and contact details of the person/role responsible for maintaining the details of the Local Offer for your school//academy.

Name of Person/Job Title	Mrs Cheryl Brindle		
Contact telephone number	01772 253557	Email	lead@eldon-pri.lancs.sch.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.

Please give the URL for the direct link to your school's Local Offer	https://www.eldon-pri.lancs.sch.uk/send-special-educational-needs-and-disabilities/
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Accessibility and Inclusion

What the school provides

- All doorways and corridors are wide enough to allow for wheel chair access.
- Children's toilets are available on the ground floor and the first floor, and all play areas are accessible to wheelchairs.
- The school has an accessibility plan.
- School information, such as our prospectus and policies are available on the school website: <https://www.eldon-pri.lancs.sch.uk/policies/>.
- Additional information is provided on weekly newsletters which are emailed to families.
- School newsletters and other information available on the school website and Dojo, such as school policies can be made available in printed format on request.
- The school will always try to accommodate the needs of parents if the format of the information needs to be adapted. Font size can be increased to aid visually impaired readers. It can be arranged for documents to be translated into other languages should the need arise, and a member of staff can meet with parents who have difficulty accessing school information in written format.
- The school makes all efforts to make 'reasonable adjustments' in order to support children's needs.
- Classrooms are spacious and well-resourced with suitable furniture for the age of the children. Teachers adapt the classroom layouts to cater for children with special educational needs or disabilities.
- Classrooms are well labelled using words and pictures to ensure children can access resources independently. Resources such as visual timetables are used to support children where appropriate.
- The school is well resourced with IT equipment. There are class sets of iPads and laptops. Each classroom is equipped with an interactive board. Laptops and iPads are used to support pupils who would benefit from the use of electronic equipment to support their learning.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. We use resources in our classrooms according to the needs of the individual children.
- We use visual timetables to support all children, including children on the Autistic Spectrum, and for those children who display memory and processing issues. We ensure lessons and activities cater for all types of learners (visual, auditory and kinaesthetic styles of learning).
- Writing slopes, writing grips and alternative scissors are available for children to use.

Teaching and Learning

What the school provides

- High quality teaching, adapted for the needs of individual pupils is provided.
- All teachers plan to meet the needs of all the learners in their classes.
- Teachers consider where each child currently is in their learning, where they need to move on to and how they can enable children to do this.
- Teachers carefully track and monitor the progress of the individual children in their class.

- Pupil progress meetings are held termly to evaluate / track the amount of progress each child has made.
- Where any pupils are identified as not making expected progress or not working in line with age related expectations teachers will identify additional support that can be put in place to address this.
- Teachers will arrange for intervention to take place, either individually or in a small group. Teachers will monitor the progress of pupils and the impact of interventions on pupil progress.
- The SENCO will work closely with teachers and support staff to monitor the impact of interventions and suggest next steps.
- Staff always try to maintain an open dialogue with parents and the school has an open-door policy so that any concerns either from school or parent perspective can be discussed, assessed and acted on quickly and effectively.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.
- Early identification is vital and outside agencies can help identify specific educational needs and advise on the provision of intervention strategies.
- If it is felt that an assessment is needed to identify specific areas for development, then the school can buy in the services of specialist teachers or other appropriate agencies.
- We have access to a nursery and primary specialist teacher (bought in from the Lancashire Inclusion Service) who can provide assessment, guidance and advice for teachers who express concerns about specific children.
- The school liaises with an extensive list of professionals, including educational psychologists, speech and language therapists, occupational therapists, community paediatricians, CAMHS (Child and Adolescent Mental Health Service) and the school nursing team.
- We buy in support from specialist teachers, where needed, including teachers from SEND services and local special schools. We are also supported by Lancashire Educational Psychology SENDCo district meetings and the SEND case manager provided by Lancashire County Council.

Provision Map

The school SEN provision maps indicate a range of interventions, resources and support for children with special educational needs from nursery through to Year 6. These are created for individuals, classes and on a whole school basis.

Our SEN provision Map identifies graduated levels of provision and support:

Step 1

Universal Provision - High Quality Teaching

Teachers have the highest possible expectations for all pupils in the class.

- Through regular assessments teachers have a thorough understanding of each child's individual needs and tailor learning tasks to these.
- All teaching and learning tasks are based on a child's starting points – their current level of knowledge, skills and understanding - and aims to build on these.
- A range of teaching approaches used that incorporate the different ways that pupils learn (visual, auditory, kinaesthetic).
- Extra support provided by the class teacher within the lesson. This may refer to adapted work, classroom support from a TA, a range of resources available for the child to use.
- Putting in place additional support or specific strategies within the lesson to enable children with specific needs to access the learning task.

Step 2

Targeted Provision

Small Group Targeted Intervention and Support

- Provision of small group intervention outside of the normal lesson time by either a class teacher or teaching assistant.

Step 3

Specialised Provision

Individual Intervention and Support

- Individual support provided for the child by either a teacher or teaching assistant. This might include: individual learning programmes, specialist equipment, one to one support, visual timetables and access to specialist advice and support.

Specialist Support

- If a child is identified as needing more specialist input in addition to the above stages of support, specialist advice will be sought by the school to help understand their needs and make recommendations for future provision.
- We look at children as individuals and tailor the learning to their individual needs.
- The school follows the graduated response referred to in the SEN code of practice in the identification of and provision for pupils with Special Educational Needs.
- The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support for pupils with SEND.
- Where pupils need more individualised support to meet their needs they may have an Individual Education Plan (IEP) put in place.
- The IEP will summarise the child's areas of strength and also targets for development. It then outlines support / interventions in place for them to help achieve these targets. These profiles are written in conjunction with the class teacher, SENCO, teaching assistant (if appropriate) and parents. They are monitored regularly and evaluated and updated each term.
- Each class has teaching assistant support for at least part of the week who will work with children who require extra intervention and support.
- The SENDCO in school has accessed a wide range of training such as: how to help children cope with bereavement, nurture training, understanding and working with troubled families and pastoral support and positive mental health in children and young people.
- Some teaching assistants have had training in specialisms such as speech, communication and language, autism, Dyslexia, epilepsy, fine and gross motor development.
- All teachers and teaching assistants are appraised annually and training needs are identified through this process.
- SEND training is delivered by the SENCO or other outside agencies when required.
- Regular SEND updates during staff meetings, provide all staff with updates and changes to SEND policy. Training needs are identified, and specialists are brought in to deliver this as necessary. The SENCO undertakes regular SEND update training.
- Through the process of appraisal and CPD we continue to develop our teachers and teaching assistants' expertise and confidence to deliver high quality support and intervention for pupils with SEND.
- Medical training such as epilepsy training is delivered each year in accordance with our school nurse and other medical professionals' advice.

Testing

- All children are assessed for their suitability to sit the statutory tests at the end of Key Stage 1 and Key Stage 2.
- Children with SEND can be supported in various ways e.g. application for additional time, rest breaks, use of a reader in certain subjects, scribing and sitting exams in a suitable setting, or if the tests are felt to be inappropriate, by disapplication.
- The school follows the criteria set by the DfE for making adjustments for pupils with SEND.

Reviewing and Evaluating Outcomes

What the school provides

- The school SENCO has a monitoring cycle in place to evaluate the effectiveness of the provision made for children with special educational needs. This includes: termly pupil progress meetings, monitoring impact of intervention programs, talking to pupils and parents, book scrutiny, monitoring teacher planning and evaluating provision maps and Individual Education Plans (IEPs).
- The school keeps a register of children who require extra support in school whether this is for SEND, medical needs, learning support, pastoral or any other identified area of need. The list is updated each term and the progress identified children are making is monitored using our school assessment and tracking systems.
- Pupil progress meetings are held each term to evaluate the amount of progress each child has made. The provision in place for the child is also reviewed to evaluate impact upon the child's progress and provision is adjusted accordingly.
- Each child with an Education Health Care Plan (EHCP) has an annual review meeting. Parents and other professionals are given up to 6 weeks' notice of the meeting and asked to contribute to the meeting ideally in both written and verbal form.
- The child is also asked to contribute to the meeting and express his / her feelings of how they feel they are doing and what they hope for in the future. This can be done verbally, in written format, through the use of IT or another format that the child is comfortable using.
- Following on from the meeting the parents and other professionals are provided with a summary of the meeting which outlines targets for the future, any actions to be taken as a result of the meeting and recommendations about any changes in the support going forwards.
- Children with identified special educational needs who do not have an Education Health and Care Plan (EHCP) will have an Individual Education Plan (IEP) which summarises the child's areas of strength and also targets for development. It then outlines support / interventions in place for them to help achieve these targets. These profiles are written in conjunction with the class teacher, SENCO, Teaching Assistant (if appropriate) and parents. They are monitored regularly and evaluated and updated each term.

Keeping Children Safe

What the school provides

- Generic whole-school Risk Assessments are carried out annually by the Head Teacher.

- Subject specific risk assessments are carried out by the Head Teacher/Subject leaders e.g. Physical Education, Science, Design Technology, etc.
- Class teachers complete risk assessments for any educational visits or off-site activities using Lancashire Evolve and these are monitored by the EVC co-ordinator.
- Careful attention is made to adult / children ratios on school visits and children with specific needs have appropriate adult support identified.
- General handover procedures at the start and end of the day are dependent on the age of the child.
- At the end of the school day, all children in Key Stage 1 and 2 are handed over to a known adult. Children in Year 5 and 6 who walk home on their own must have submitted parental consent in writing or message form via Dojo.
- However, if a child requires it a member of staff will act as a key person to handover.
- During morning break there are always at least 2 members of staff (teacher/teaching assistant) on duty and an identified member of staff responsible for first aid during this time.
- Any child requiring extra support during break times will be highlighted so that staff are aware of their needs. A designated member of staff may be identified to accompany an individual child as needed.
- At lunchtime a team of Welfare Staff are supported by Teaching Assistants who support children with individual needs.
- Adequate support is put in place when a child is engaged in PE activity or on a school visit to ensure the child stays safe.
- Parents can access the behaviour /anti bullying policy via the school website or on request from the school office <https://www.eldon-pri.lancs.sch.uk/policies/>.
- Termly Lancashire health and safety audits are undertaken.
- DSL (Designated Safeguarding Lead) – update training and Governor DSP trained.
- Door lock system on entrance to school, secure building, secure grounds perimeter and outdoor area for EYFS.
- Fire alarm training and regular testing is carried out.
- DBS checks are carried out on all staff and volunteers in school
- All staff have regular safeguarding training and all policies are updated in accordance with new legislation.
- The Head Teacher ensures all relevant safeguarding documents such as KCSIE, staff code of conduct and whistleblowing policy are read by staff.
- Records are kept in accordance with GDPR policy.

Health (including Emotional Health and Wellbeing)

What the school provides

- The school has a medicines policy which sets out how medicines will be kept and administered in school. This policy is available from the school office on request.
- Medication for specific conditions can be administered in school, but strict guidelines must be adhered to – please consult the policy for full details of these.
- As an overview:
 - The school will only keep and administer medicines to children with an identified long term medical need that requires medicines to be administered during the school day (e.g. insulin, inhaler, epi pen etc.). Where this is the case the parents, SENCO, class teacher, healthcare professionals and any other relevant agencies meet to discuss the needs of the child and to formulate an Individual Health Care Plan (IHCP).

- The IHCP outlines the medical needs of the child, the dosage and method of administration for any medicines required and the emergency procedures if there is a medical incident in school alongside any other requirements that child might need to ensure their safety and wellbeing during their time in school.
 - This plan is then shared with all relevant staff so that they are aware of the medical needs of the child.
 - Any specific training required to support the child's needs will be undertaken as required.
 - The school keeps a register of all children with medical needs and an IHCP.
 - IHCPs are reviewed annually with parents and medical professionals involved as appropriate.
 - In respect of inhalers for self-administration, parents are required to complete an administration of medicines authorisation form and provide this alongside their child's inhaler to school via the office. The inhaler provided must be able to be kept in school and be in the original prescription packaging and labelled clearly with the child's name.
 - Where any medicine is administered a record of dosage and time administered will be kept.
 - Medicines are stored securely in appropriate places in school.
- Training for specific medical needs such as epilepsy are delivered annually in accordance with advice from the school nursing team and other medical professionals.
 - Updates for staff training needs are accessed via the school nursing team as required. Particular training can be accessed where necessary depending upon the needs of the child.
 - Some teaching assistants in school have areas of specialism: speech, language and communication, fine/gross motor skills, pastoral mentoring, mental health etc.
 - The School Nursing team have regular contact with school and after referral we also have access to other specialist services such as Speech and Language Therapy, Occupational Therapy, Physiotherapy and Audiology.
 - The school operates an open-door policy for visiting agencies to work with children with any specific need.
 - There is a protocol in place for medical emergencies in school. The priority is with the welfare of the child so emergency services are contacted immediately, then parents.
 - Regular training ensures all staff are up to date with the school action plan in the event of an emergency.
 - A proportion of staff working across the different areas of the school (teachers, teaching assistants) are paediatric first aid trained.
 - The school has an identified pastoral lead who is able to offer pastoral support to pupils and families.
 - Health and Safety records, including a first aiders matrix is kept and monitored by the School Business Manager.

Communication with Parents

What the school provides

- The school staff are listed on the school web site alongside the class they teach: <https://www.eldon-pri.lancs.sch.uk/whos-who/>.
- The school operates an 'open door' policy and staff always try to make themselves available to parents either in person or over the phone.
- Parents/carers can speak informally to the class teacher at the end of the school day.
- Parents/carers can also arrange an appointment to speak with a member of staff via the school office.
- The first point of contact for parents who have any concerns about their child should be the class teacher. The class teacher will discuss these with the parent and agree any actions that may be needed. The class teacher will seek advice and guidance from the school SENCO as required.
- Parents can request to meet with school SENCO.
- The school SENCO provides SEND updates to families via Dojo or the school newsletter.
- The school holds 2 parents' evenings a year to provide an opportunity to discuss the progress of individual children with their parents or carers.
- A written progress report is completed for each child at the end of each academic year and sent to parents/carers. Parents/carers can request to discuss the report with the class teacher and a reply slip is included for parents to provide a response to the report.
- Parents and carers of children who have an Individual Education Plan (IEP) in place have regular meetings with the class teacher and a termly review meeting to discuss the progress being made towards the targets and set the future priorities for their child.
- Parental questionnaires are provided to parents each academic year and the responses are analysed.
- The school uses an online platform 'Dojo' which facilitates digital communication between school and home.
- Where identified as appropriate a communication log may be operated for individual children to aid communication between home and school.
- A weekly newsletter is sent to all families via Dojo.
- Open events are held each year both for families of existing pupils, prospective families and the wider community.
- Each class hosts an assembly annually and families are invited to attend these.
- Each year at the start of September the school hosts a 'The Year Ahead' evening. This allows parents the opportunity to meet their child's new class teacher, TA and any other members of staff that may be actively involved in their child's education.
- Each year all children are involved in transition sessions where they have the opportunity to get to know their new class teacher and the new classroom environment.
- Prior to children first starting school in Reception the school holds several induction events. Parents and children are invited to meet the staff and spend time in the school and the early years' classrooms. The children have a number of opportunities to visit the school in the summer term through induction and 'stay and play' sessions.
- The induction process also includes talking to each child's previous nursery / preschool setting in order to find out about each individual child and their needs.
- Where children with additional needs that have been identified by their nursery / pre-school setting are starting school, the SENCO and class teacher will liaise closely with the previous setting and with parents to identify appropriate transition arrangements.

- Parents are encouraged to provide the school with feedback in a variety of ways: through emailing the office or Head teacher, speaking to school staff, parental questionnaires, and other feedback opportunities throughout the year.

Working Together

What the school provides

- The school has a pupil council which consists of 2 representatives from each class. They meet on a regular basis and have their own noticeboard in school.
- The representatives are voted for by the members of their class and gather the views of their class mates about items discussed at the school council meetings and share these at subsequent meetings.
- There are regular opportunities for pupils from every class to voice their opinions on the topics that the school council are discussing – through the use of suggestion boxes, class discussions, whole school assemblies etc.
- Older children act as play leaders (PALs), all of which instil in the children a sense of responsibility and commitment to helping others and our school community.
- Year 6 pupils have the opportunity to take on the role of a prefect and to apply for the roles of head girl/boy and deputy head girl/boy.
- The Year 6 children take turns to work in pairs and lead the whole school celebration assembly once a week.
- The Independent Education Board (IEB) are the current governing body and consist of experienced governors who all work within education. There is an identified SEND governor who liaises with the SENCO.
- The school liaises with external agencies and services such as, The Children and Family Wellbeing Service, local children's centres, Lancashire SEND Inclusion team, local special schools and other local services to provide support for children and our families through school.
- The Parent Code of Conduct is shared with all parents during the induction process prior to their child starting school and is sent out to all families annually as a reminder. It is also available on the school website and Dojo.
- Parents are encouraged to provide the school with feedback about their child's education in a variety of ways: through parent's meetings, annual reviews, by emailing the school office or Head teacher, speaking to school staff, parental questionnaires and other feedback opportunities throughout the year.

What help and support is available for the family?

What the school provides

- The school welcomes parents to contact the school office for any information. The school office can be contacted via email bursar@eldon-pri.lancs.sch.uk or by telephone – 01772 253557.
- Parents requiring information or advice about their child would normally do so by speaking to their child's class teacher initially and for more general enquiries by contacting the school office. Requests for advice and support would then be passed onto the most relevant staff member.

- The SENCO is able provide pastoral support for pupils and/or signpost families to other services offering support. This facility can be accessed by contacting the school office initially.
- Support is available to help parents/carers in completing forms and paperwork. This support can be accessed by contacting the school office.
- Parents with concerns relating to SEND should discuss these with their child's class teacher in the first instance but can also contact the SENCO directly for advice or support. The SENCO can be contacted via the school office email or phone.
- The school newsletter, which is emailed to all families weekly and published on the school website, provides information about school events and is also used to regularly signpost families to services, groups, facilities and support that may be available within the local area <https://www.eldon-pri.lancs.sch.uk/stream/newsletters/full/1/-/>.
- The school SENCO will also signpost individual families to relevant information via email or in person.
- The school does not assist directly with travel plans to get children to and from school but would offer help by consulting with the LEA SEND team and directing parents/carers to the relevant agency.

Transition to Secondary School

What the school provides

- The school has well established links with the secondary schools in the local area.
- The school liaises with each secondary school to ensure effective transition arrangements for all pupils.
- Each year pupils visit their secondary schools for taster visits and teachers from the secondary schools visit the pupils here.
- Transition meetings take place between the Year 6 teacher and the transition lead at each of the secondary school that pupils are transferring to, in order enable sharing of information about each individual pupil.
- Throughout the year the school works on collaborative projects with either visits to high school settings or visiting teachers from high school settings.
- PSHE work in the summer term focuses around supporting children with transition
- Where pupils have identified Special Educational Needs the class teacher/SENCO liaises closely with the transition lead and SENCO at the intended secondary school.
- All relevant information will be shared as soon as possible once the school place is confirmed so that the secondary school are aware of the individual needs of the child.
- A transition meeting will be arranged between the class teacher/SENCO, the secondary school transition lead/SENCO, the child and their parents to share relevant information and to put in place an individual transition plan if required.
- The transition plan will identify what will support a successful transition.
- This may involve additional visits to the school (both prior to and after the 'official' transition day which all pupils are invited to attend), supported visits with a member of school staff, meetings with key staff members they will encounter at the secondary school (learning mentor, support staff for example) and use of photobooks, videos etc. to help familiarise the child prepare for the transition.

Extra-Curricular Activities

What the school provides

- The school offers an extended day service of breakfast club (7.45 – 8.35am) and after school club (3.30pm – 5.30pm) which are run by school staff on the school site. This provision is fully inclusive. Further details of the provision, including fees, are available on the school website.
- The staff working at the wrap-around provision meet with the SENCO to find out about the needs of any children on the SEND Register, and extend learning opportunities for these children, according to their needs.
- The school offers a wide range of extra-curricular activities run both after school. The majority of these are run by school staff but the school also liaises with external agencies. The majority of the extra-curricular clubs offered are free of charge. Details of the clubs offered each term are available on Dojo.
- All children are invited to attend these clubs, although some may be age dependent. The school makes every effort to ensure that the activities on offer are able to be adapted to meet the needs of all pupils.
- The school newsletter will also signpost opportunities for holiday clubs and extra-curricular activities that are run locally in the area.
- The school focuses on the development of friendships through the whole school ethos and this is reinforced through curriculum subjects such as Personal, Social, Relationship and Health Education (PSRHE).
- Staff outside with children at break times and lunchtimes initiate games to encourage development of play, social skills and friendship.
- Play leaders (PALs) all of which instil in the children a sense of responsibility and commitment to helping others and our school community.
- For children who require it, extra interventions and support can be put into place to help support social and emotional development and build friendships.
- The importance of friendship is also reiterated in PSHRE work in the classroom and through assemblies.

Feedback

What is the feedback mechanism

- The school welcomes feedback from all stakeholders.
- Feedback can be provided by contacting the school office via email bursar@eldon-pri.lancs.sch.uk or telephone 01772 253557.
- Parents are encouraged to provide us with feedback about their child's education in a variety of ways: through parent's meetings, annual reviews, by emailing the school office or Head teacher, speaking to school staff, parental questionnaires and other regular feedback opportunities provided throughout the school year.
- All feedback received will be reviewed by the Head Teacher, Senior Leadership Team and school staff and used to inform planning for the future development of the school.