

# **FLAKEFLEET PRIMARY**

## **SCHOOL LOCAL OFFER:**

### **MARCH 2018**

#### **Accessibility and Inclusion**

**How accessible is the school environment? How accessible is your information – including displays, policies and procedures etc.**

**How accessible is the school?**

**Do you have specialised equipment (eg; ancillary aids or assistive technology?)**

What the school provides:

- The school environment is fully accessible to both wheelchair users, ambulant students and those who use a variety of mobility equipment.
- The car park areas maintain disabled parking spaces close to the reception entrance.
- There is a fully accessible hygiene suite as well as disabled and standard toilet facilities; serving each department within school. School has all required policies and guidance in place.
- These are based closely on LCC model policies and guidance modified to account for individual school circumstances. These can be accessed via the website or alternatively from the school office. Information can be made available on request in different formats including, where necessary, other language formats.
- For parents whose first language is not English the school will seek to provide an interpreter to attend meetings.
- School aims to ensure all communications in either written or email format are clear and concise, but will inform parents, carers and family members verbally where appropriate.
- The school provides a total communication environment including visual timetables using techniques ranging from objects of reference to photos, pictures and sign/symbol communication.
- Rise and fall tables, specialist seating and specific specialised equipment to support access to the curriculum are available in liaison with health professionals e.g. Physiotherapy, Occupational Therapy.
- Specialist subject rooms such as food technology or ICT suites are used and adapted in response to individual student accessibility requirements or needs. This will determine how lessons are differentiated or activities are presented and the resources required supporting full inclusion for all students. This includes access to and availability of both low-tech and high –tech communication aids and assistive technology.

## **Keeping Children Safe**

**How and when will risk assessments be done? Who will carry out risk assessments?**

**What handover arrangements are made at the start and end of the school day? Do you have parking areas for pick up and drop offs?**

**What support is offered during breaks and lunchtimes?**

**How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)**

**What are the school arrangements for undertaking risk assessments? Where can parents find details of policies on anti-bullying?**

What the school provides:

- Preliminary assessment made by the school safety officer/SENCO at school visit before student starts at school.
- Interested parties are also invited who work alongside the family and child.
- LA and present school attend this meeting and assist with the assessment.
- Full risk assessment made and stored in school office when place at school is confirmed.
- This is subject to regular review and/or when need changes.
- Sheltered reception area at front of school is safe place for students to be dropped off or picked up by responsible adult.
- Children are released to adult subject to safe guarding procedures having been carried out.
- However, parking in school is very limited and so the only designated parking / waiting space is for emergency vehicles.
- Flakefleet provides a safe-haven and supervised support for children at break and lunchtimes.
- All school trips are processed through "Evolve" system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.
- School policy on safeguarding is clear and updated regularly.
- It is inclusive and comprehensive and specifies additional requirements for students with additional needs. The school's anti-bullying policy is available by a direct link on the school web site and hard copies are available on request.
- Children will also be invited to the morning Breakfast Club.

## **Health (including Emotional Health and Wellbeing)**

**How do you manage safe keeping and administration of medication?**

**How do you work with the 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 members are trained / qualified to deal with a child's particular needs?**

- What the school provides: Medication is routinely administered by trained First Aiders but in emergencies may be authorised by members of SLT.
- All medication is kept under lock and key in a central place (or in teachers' locked cupboards) in the school office.
- For the safety of all the community, students are not allowed to carry medicines in school. Designated staff have access to the medicine. Medications in the drawer are all clearly labelled to identify the student it belongs to.
- Names are checked carefully and instructions read before a record of any administration is noted.
- A parent is required to complete a medicine administration form at the school office if medication has been prescribed by a doctor.
- Instructions for administration are kept with the medication/Care Plan.
- All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.
- Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.
- A Care Plan is drawn up in conjunction between the parents, child and medical professional.
- The school nurse does a home visit and a meeting is called in school when the plan is agreed and signed by responsible staff. The SENCo and Head teacher agrees all care plans.
- Care Plans are held centrally on the school's network. They are reviewed by the School Nurse and SENCo at least annually or if circumstances change.
- Staff are briefed by the school nurse and SENCo regularly about students with medical needs.
- Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment; contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Head teacher is contacted immediately.
- Key staff have telephone contact with the main office if necessary.
- In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.



- The school does not have any health or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.
- There are regular visits from the school nurse, Speech and Language services, CAMHS workers, Educational Psychology Service, Barnardo's workers, MIND.
- The team also have drop-in sessions on a weekly basis. This links with the drop in sessions held by the family support worker.

## **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 (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy)?**

**How do you keep parents updated with their child/young person's progress? Do you offer Open Days?**

**How can parents give feedback to the school?**

- A full staffing structure of the school is available via the school office or within the school prospectus and on the school web site.
- Individual communication diaries offer named contacts for students and the details relating to contacting them.
- Staff are very flexible in contact with parent/carers; should they not be available they will return calls as soon as possible.
- Parents and Carers are welcome into school. All visitors will be asked to sign in when entering the office. At the end of the visit they are asked to sign out.
- Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.
- For information about keeping up to date with progress refer to the section on Teaching and Learning.
- School seeks parents' views and feedback anecdotally, via communication diaries, through annual questionnaires, annual review parent advices and sign post to the OFSTED parent view website.
- The school holds parents' evenings in November and March where parents are informed of their child's progress.
- All September admissions into nursery will have had transition visits before they join to become familiar with staff, other peers and their environment.
- This also happens with transition to high school where the children will spend a day at their chosen school.
- Those joining mid-year are also given the opportunity for transition visits if appropriate to aid the transition process from one school to another.