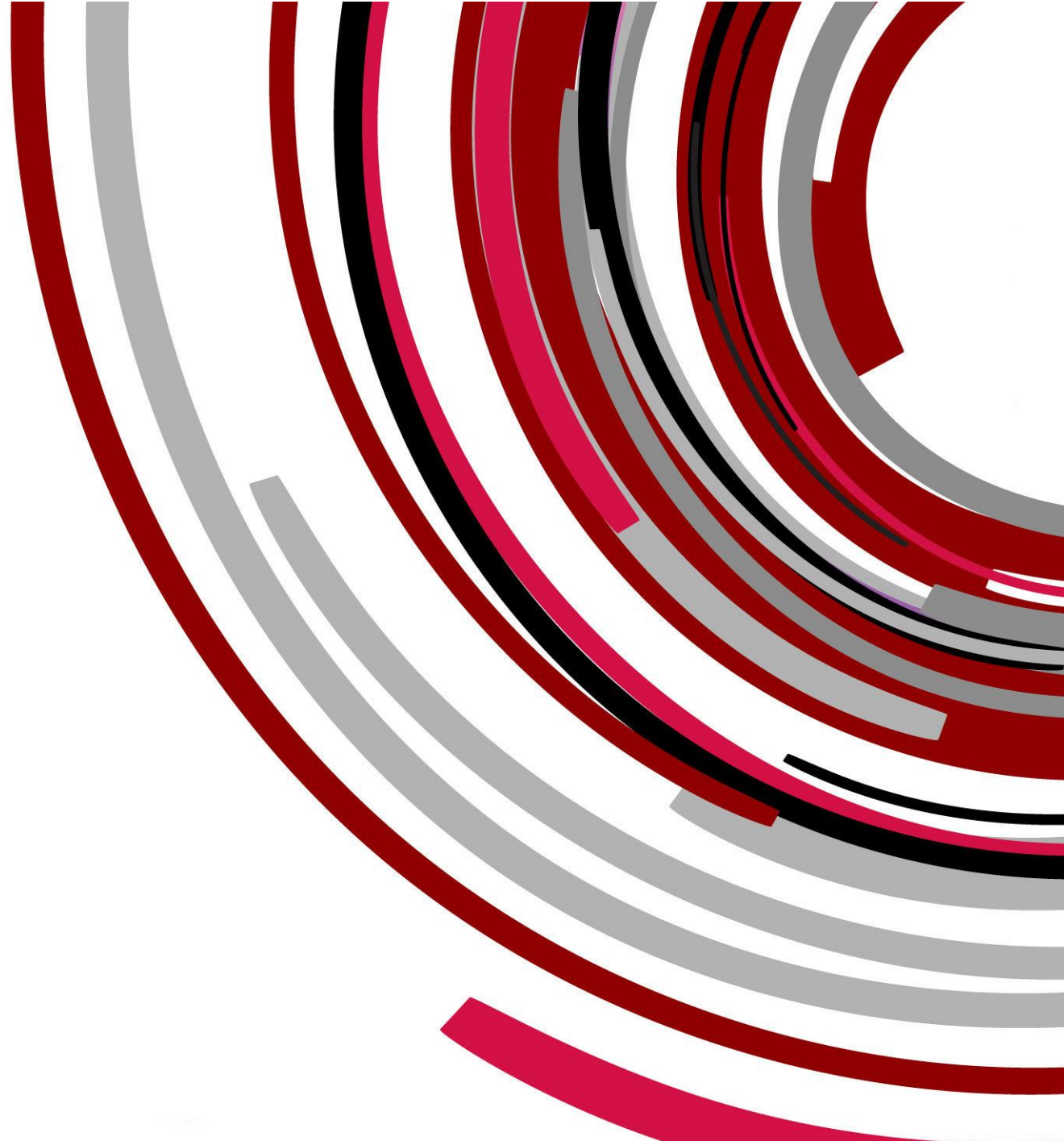




SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special
Schools and Academies

Name of School: **Singleton C of E School**

School Number: **04 033**

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

Link to LA Local Offer- <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

School/Academy Name and Address	Singleton Church of England Primary School. Church Road Singleton Poulton-le-Fylde FY6 8LN		Telephone Number	01253 882 226
			Website Address	www.singleton.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:	
	✓			
What age range of pupils does the school cater for?	4- 11 years			
Name and contact details of your school's SENCO	Leonie Millward Leonie.millward@singleton.lancs.sch.uk			

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	Leonie Millward S.E.N.C.O.		
Contact telephone number	01253 882 226	Email	Leonie.millward@singleton.lancs.sch.u

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://singleton.lancs.sch.uk/wp-content/uploads/2025/11/11.-b.-Local-Offer.pdf		
Name	Leonie Millward	Date	Date first published 16.05.2014 Last reviewed 07/11/25 Last reviewed 07/05/26

Please return the completed form by email to:

Lancashirelocaloffer@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 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 (e.g. ancillary aids or assistive technology?)

What the school provides

At Singleton Church of England Primary School, we are committed to inclusion and supporting pupils with special educational needs and disabilities, wherever possible within the scope of our setting. As a small rural school, there are limitations in space and staffing that may affect the type and level of support we are able to offer. We work closely with families and professionals to understand each child's needs and to explore practical and reasonable adjustments wherever feasible.

1. How accessible is the school environment?

- The school site has **partial wheelchair accessibility**, with ramped entry at:
 - The fire exit from the Old Hall/dining room
 - The double-door access to the New Hall
- Internal corridors and classrooms are step-free, although **access to the main playground from the KS2 classrooms involves a large step down**. There is no level exit from these classrooms to the outdoor space, so pupils requiring step-free access must use **an alternative ramped entrance elsewhere in the building**.
- Cloakrooms are located within corridor spaces, and the building's age means some classrooms are compact or have irregular shapes.
- The school has a **centrally located disabled toilet**, which includes a sink and emergency alarm cord. We do not currently have other facilities such as changing areas, a medical room, or a sensory space.
- **One designated disabled parking space** is located immediately outside the school. The pavement in this area is narrow and may pose challenges for wheelchair users. There is very limited parking on the school grounds, and parents typically use roadside parking, which is often busy at drop-off and pick-up times.
- No auditory or visual structural adaptations have been made, although we aim to respond to specific access needs where possible through practical adjustments and support.

2. How accessible is your information?

- We provide regular communication through **emails, text messages, and our school website**.
- We are able to adapt key information, including policies and letters, into **alternative formats** such as large print or simplified versions, if requested.
- Where translation is needed, we endeavour to access support through external services to communicate with families whose first language is not English.
- We are mindful of the needs of families with additional communication needs and will provide support in accessing school information when identified.

3. How accessible is the provision?

- Staff make use of **basic visual supports**, including pictures, symbols, and coloured overlays, to help children access learning and routines.
- The school does not have height-adjustable furniture or specific accessibility features in classrooms, but we adapt provision within the constraints of the environment as much as we can.
- Teachers plan flexibly and responsively for individual needs, with support from external professionals when appropriate.

4. Do you have specialised equipment?

- We do not have **specialised equipment** such as ancillary aids or assistive technology as standard provision.
- A small selection of **supportive resources** is available, including:
 - Wobble cushions
 - Coloured overlays
 - A limited number of specialist computer programmes
- If needs arise that go beyond what is available in school, we liaise with families and appropriate services to explore reasonable next steps or external support.

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

Teaching and Learning at Singleton Church of England Primary School

Singleton Church of England Primary School is a small rural setting with **mixed-age classes**. In Key Stage 1, class sizes are capped at 30 pupils in accordance with statutory requirements. In Key Stage 2, classes often exceed 30 pupils and always contain two-year groups. This creates a wide range of developmental and academic needs within each class, which are addressed within the realistic limitations of our staffing, space, and funding.

1. What arrangements do you have to identify and assess children with SEN?

- Early identification is a key aspect of our approach. We liaise with parents, carers, and local preschool settings prior to entry into Reception.
- **Baseline assessments** are carried out during the first two weeks of school, alongside ongoing observation and formative assessment.
- Where concerns arise, class teachers work in consultation with the SENCO (Assistant Headteacher) and Headteacher to agree next steps.
- If a child requires support that is additional to or different from their peers, an **Individual Education Plan (IEP)** is created in collaboration with families. This outlines specific targets and is reviewed as part of our assess–plan–do–review process.

2. What additional support can be provided in the classroom?

- As a small school, our staffing is limited. **Teaching Assistants (TAs) are shared across classes** and are currently deployed in the morning to support Literacy and Numeracy.
- Afternoon sessions are taught solely by the class teacher. We do not currently have any specialist Teaching Assistants.
- Support is reviewed each term and directed to pupils with the highest level of need, based on available resources.

3. What provision do you offer to facilitate access to the curriculum and to develop independent learning?

- Teachers use a range of strategies to help pupils access learning, including:
 - Visual prompts and structured routines
 - Simplified instructions and scaffolded tasks
 - Opportunities for repetition and independent practice
- A small bank of supportive resources is available, including **wobble cushions, coloured overlays, and specialist computer programmes**.
- Staff work flexibly to adapt lessons based on pupils' strengths and needs.
- Where appropriate, the school seeks guidance and support from external professionals such as:
 - Educational Psychologists
 - Speech and Language Therapists
 - Occupational Therapists
 - Sensory or Behaviour Support Services
 - Inclusion Hub professionals

4. What SEN and disability awareness training is available to all staff?

- Awareness and training are provided on a **needs-led basis**, depending on the pupils currently on roll.
- The SENCO or Headteacher shares practical strategies and pupil-specific information during planning meetings or informal discussions.
- As a member of the **local Inclusion Hub**, the school accesses a range of training opportunities and professional consultations throughout the year.

5. What staff specialisms/expertise in SEN and disability do you have?

- The SENCO is our **Acting Headteacher**, who also teaches full time. While this dual role limits dedicated SEN time, they oversee SEND coordination across the school.
- Guidance is provided to staff when capacity allows, with a focus on delivering manageable, practical strategies.

6. What ongoing support and development is in place for staff supporting children and young people with SEN?

- Staff are supported through regular communication and informal guidance from the SENCO and Headteacher.
- Resources and strategies are shared based on individual pupil need.
- The school's involvement in the **Inclusion Hub** gives staff access to training sessions, advice, and outreach support where needed.
- External training may be accessed where relevant and feasible.

7. What arrangements are made for reasonable adjustments and support during tests and SATs?

- Reasonable adjustments for assessments and SATs are implemented in line with DfE guidance and may include:
 - Additional time
 - Rest breaks
 - Use of a reader or scribe (as permitted)
 - Supervised access arrangements in a quieter setting
- These adjustments are based on a pupil's normal way of working and are always discussed with families in advance.

8. How well does your SEN provision map illustrate the range and level of support?

- Singleton maintains four provision maps aligned with areas of need:
 - Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and Physical Needs
- These maps are reviewed **termly** by the Headteacher and SENCO to reflect current pupil needs and the availability of staff and resources.
- Support is allocated based on identified priorities, and **interventions are adapted** in response to changing circumstances.
- As a small school with a limited budget, we cannot offer a wide range of interventions at once. The provision map reflects this, and **decisions are made each term to prioritise the most urgent or significant needs**.
- Intervention programmes are tailored to individual pupils and delivered by available staff according to their strengths. However, a lack of specialist areas within the building and staffing capacity can limit what is achievable.

Additional Support: Learning Mentor

- The school employs a **part-time Learning Mentor** for 10 hours per week to support pupils with emotional, social, or behavioural needs.
- This support is offered on a **priority-needs basis**, and the Learning Mentor also works with families to promote home-school continuity.
- Provision is reviewed each term in light of pupil needs and the overall capacity of the school.

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

1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

- Children with an **EHCP** have a formal **Annual Review meeting**, led by the SENCO and attended by parents, staff, and relevant professionals.
- In addition, up to **three Team Around the Child (TAC) meetings** may be held across the year, depending on need.
- These meetings are coordinated by the Learning Mentor and focus on evaluating current provision, reviewing progress, and identifying next steps. Recommendations from these discussions may inform the child's Individual Education Plan (IEP).

2. What arrangements are in place for children with other SEN support needs?

- All children receiving SEN Support are monitored throughout the term by their class teacher, with oversight from the SENCO.
- **IEPs are reviewed and rewritten every term (three times a year)**. Each review includes a meeting with parents or carers to reflect on progress, evaluate strategies, and agree on next-step actions.
- In some cases, additional reviews or TAC-style meetings may be held for children with more complex profiles or multiple agencies involved.

3. How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and disability?

- Assessment weeks take place **three times a year**, and all data is analysed by the Assessment Lead and SENCO in collaboration with class teachers.
- This information feeds into:
 - **Pupil Progress Meetings** between teachers and the SENCO
 - **Provision Map reviews**, which are updated each term based on outcomes and available support
 - **IEP updates**, which are informed by assessment outcomes and professional discussions
- Provision Maps are used to guide the allocation of limited staffing and intervention time. Decisions are made on a **priority-of-need basis**, recognising that intervention resources must be targeted where they are likely to have the greatest impact.

We aim to support every child in reaching their full potential, but as a small school with limited staff, space, and funding, we must work within our means. The systems we have in place—IEPs, provision mapping, pupil progress reviews, and parental involvement—enable us to reflect carefully on outcomes and adjust plans responsively.

The school also operates an **open-door policy**, and parents are actively encouraged to raise any concerns or seek updates throughout the year. In addition to two

scheduled parent consultations (one online in the autumn term and one in-person), we provide:

- A **formal IEP review meeting each term** for pupils with SEN Support
- An **annual written report in summer**
- **Termly open afternoons** to strengthen parent–school relationships

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

Singleton Church of England Primary School is committed to safeguarding all pupils and maintaining a safe, inclusive environment. We have clear procedures in place to manage risk, supervise children, and promote wellbeing throughout the school day and beyond.

Risk Assessments and Medical Needs

- Risk assessments are completed for all curriculum areas, trips, premises, and on-site activities. These are carried out by staff and overseen by the **Governing Body SHE Committee**.
- **Personal risk assessments** are created for individual pupils where required—particularly where a child has specific medical, behavioural, or sensory needs.
- Staff understand that risk assessments may need to be adjusted for certain activities; any updates are brought to the attention of the SHE Committee.
- All pupils with medical needs have an **Individual Medical Care Plan**, which is reviewed regularly and shared with relevant staff. Key medical information is also displayed in strategic locations around school (e.g. **next to the office telephone**) to support safe and rapid communication in emergencies.

Arrival, Departure, and Site Access

- The school day runs from **8:40am to 3:15pm**.
- Children are only released to a known **parent or carer**, and staff supervise handover directly.
- The **main entrance is locked and controlled internally**, with all visitors required to sign in at reception. A secure holding area ensures controlled access to the school site.

- All external doors are **exit-only from the inside**; children are not permitted to move around school or access classrooms unsupervised.

Supervision at Breaks and Lunchtimes

- **All break and lunch periods are fully supervised** by staff.
- There are no additional midday supervisors assigned to individual pupils, though adjustments may be made for children with specific needs depending on staffing levels.
- Children are not allowed to remain in classrooms or other areas unsupervised during unstructured times.

Trips, Outdoor Activities, and Off-Site Safety

- All off-site visits are subject to detailed **risk assessments**, and a **pre-visit** is carried out by staff.
- Singleton staff are trained in **road safety and lollipop stick use**, given the nature of the roads around school.
- Children with SEND are encouraged to participate in all trips. Where needed, **reasonable adjustments are considered** to ensure inclusion.
- Residential visits, such as the school's trip to **Tower Wood**, are **approved by governors** and include a pre-visit **parents' information evening**. Tower Wood is an accredited centre with robust safety protocols.

Pick-Up, Drop-Off, and Parking

- The school is situated on a **narrow rural road**, and **parking is limited**. Staff and families typically park roadside.
- There is **no designated parent car park**, but **additional parking is available at the nearby village park** (a five-minute walk that includes crossing a main road).
- A single **disabled parking bay** is located directly outside the school gates.

Anti-Bullying and Behaviour Policies

- Parents can access the school's **anti-bullying policy** and other behaviour-related policies via the **school website**.
- We encourage parents to contact us directly if they have any concerns relating to wellbeing, peer relationships, or behaviour.

Health (including Emotional Health and Wellbeing)

- How do you manage safekeeping 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

At Singleton Church of England Primary School, we take the health and emotional wellbeing of our pupils seriously. Although we are a small setting without dedicated medical facilities, we have clear systems in place to manage medical needs, respond to emergencies, and work collaboratively with families and health professionals.

1. How do you manage the safekeeping and administration of medication?

- Where appropriate, medication is stored in a **locked cabinet**, clearly labelled with dosage instructions.
- **Recording sheets** are completed by staff when medication is administered, to ensure accuracy and accountability.
- In some cases—such as pupils with severe allergies or type 1 diabetes—medication is kept with the child in line with their **Individual Medical Care Plan**.
- All storage and administration practices align with safeguarding and health guidance.

2. How do you work with families to draw up a care plan and ensure that all relevant staff are aware?

- All children with specific medical needs have an **Individual Medical Care Plan**, developed by the appropriate health professional in consultation with the child's parents or carers.
- Care plans are shared with class teachers and a copy is stored in the school's **SEND file**.
- **Summary cards with photo ID** and essential protocols are made available to staff in classrooms, the staff workroom, and the school office to ensure immediate access to vital information.
- Staff are informed of individual protocols and briefed on any required actions in an age-appropriate and sensitive manner.

3. What would the school do in the case of a medical emergency?

- Emergency protocols are known and understood by all staff, including how to contact emergency services and locate the pupil's care information.
- Key medical details are positioned **next to the office telephone** to ensure that **accurate information can be relayed swiftly** to emergency responders.
- Staff act in accordance with the child's Medical Care Plan while waiting for emergency assistance.
- Parents or carers are informed immediately in the event of a significant incident or emergency.

4. How do you ensure that staff are trained or qualified to deal with a child's particular needs?

- At present, **four members of staff are trained in first aid**.
- Where a pupil has a specific medical condition, **specialist training is arranged** for the relevant staff by healthcare professionals. This includes the use of equipment, administering emergency medication, or responding to health-specific scenarios.

- **Refresher training** is provided in line with professional guidance and in response to evolving pupil needs.

5. Which health or therapy services can children access on school premises?

- While the school does not have dedicated clinical spaces, we work closely with external professionals who may visit on site, including:
 - **Speech and Language Therapists**
 - **Educational Psychologists**
 - **Occupational Therapists**
 - **Specialist teachers from the Inclusion Hub**
- Where possible, we facilitate their work in quiet areas of the school and make every effort to accommodate private and purposeful support sessions.

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?

What the school provides

At Singleton Church of England Primary School, we value open and honest communication with families. We understand the importance of working in partnership to support each child’s learning, wellbeing, and development.

1. How do you ensure that parents know “who’s who” and who they can contact?

- The **school website** includes up-to-date information about all staff currently employed at the school, including leadership roles and key responsibilities.
- Contact information is shared with families so they can reach out to relevant staff as needed.
- The school operates an **open-door approach**, encouraging families to raise questions or concerns directly with staff.

2. How can parents communicate with key staff?

- Teachers are available **informally at the end of each day** when they release classes to parents on the playground.
- For more detailed conversations, parents are encouraged to **make an appointment via the school office**. Appointments can be arranged with class teachers, the SENCO, Headteacher, or Learning Mentor.
- Our **Learning Mentor** also meets regularly with families and is available some afternoons and after school for individual conversations. We also offer **two**

Learning Mentor drop-in afternoons per year, giving families the opportunity to speak informally and seek support or advice in a welcoming and relaxed setting.

3. How do you keep parents updated on their child's progress?

- Children with IEPs have a **formal review meeting each term**, in addition to regular check-ins as needed.
- Parents of all children receive a **written end-of-year report** and are invited to two parent consultations:
 - An **online meeting in the autumn term**
 - An **in-person meeting in the spring term**
- Open communication is encouraged at any time throughout the year should parents have questions about their child's progress.

4. Do you offer open days?

- The school hosts an **Open Afternoon each term** (three per year) to welcome families into school and share learning.
- Parents are invited to **class assemblies** and **prize-giving events**, each held three times a year.
- Prospective parents can contact the school to arrange a visit or tour at other times.

5. How can parents give feedback to the school?

- A **parent questionnaire is circulated annually**. Responses are reviewed and discussed at Governors' meetings to inform strategic decisions.
- Parents are welcome to provide feedback throughout the year by contacting the school office, speaking directly with staff, or requesting a meeting.
- We aim to keep families well informed of key events through **monthly newsletters, texts, and email updates**.

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

At Singleton Church of England Primary School, we are committed to working in partnership with pupils, parents, carers, and other agencies to ensure that all children—particularly those with SEND—are heard, supported, and included.

1. What opportunities do you offer for children to have their say?

- Pupils complete an **annual questionnaire**, giving them the opportunity to share their views about school life and learning.
- The **Junior Leadership Team (JLT)**, comprising Year 5 and 6 pupils, are appointed through an application and staff selection process. These pupils contribute to the **School Improvement Plan** and attend **Governors' meetings** to provide the 'Pupil Voice'.
- The **Reflective Christian Leaders**, democratically elected by peers from Year 1 to Year 6, meet weekly to discuss school-wide issues, lead worship, and feed back to the school in weekly Friday assemblies. They also manage their own interactive display board to keep pupils informed.

2. What opportunities are there for parents to have their say about their child's education?

- **Termly IEP review meetings** are held for all children on SEN Support, providing time to evaluate progress and update targets with families.
- Where additional professionals are involved, up to **three TAC (Team Around the Child) meetings** may be held each year.
- The school has an **open-door policy**, and parents are encouraged to contact staff—including the SENCO or Learning Mentor—whenever they wish to raise concerns or seek support.

3. What opportunities are there for parents to get involved in school life or become school governors?

- We hold **three Open Afternoons each year**, inviting parents into school to work alongside their children on learning activities. These events also give families a chance to chat informally with class teachers.
- Parents are invited to **class assemblies, prize-giving events, and Learning Mentor coffee mornings**, where pastoral support and helpful resources are shared.
- When **governor vacancies** arise, elections are open to all parents and carers. Election information can be provided in **accessible formats** such as braille, translated text, or audio if needed.

4. How does the Governing Body involve other agencies to support children with SEND and their families?

- The Governing Body is kept informed of any significant changes in SEND provision and works with the Headteacher and SENCO to ensure that external agency involvement is well coordinated.
- Through its strategic oversight, the Governing Body supports the school in engaging with professionals such as:
 - Health and social care practitioners

- Educational Psychology services
- Inclusion Hub support teams
- Voluntary and community agencies
- Where appropriate, these agencies contribute to assessment, intervention, and multi-agency planning (e.g. through TAC meetings).

5. How do home/school agreements support children with SEND and their families?

- The school uses **home–school agreements** to reinforce the importance of strong partnership and shared expectations between staff, families, and pupils.
- For families of children with SEND, this partnership is further strengthened through **termly review meetings**, regular informal conversations, and where needed, coordinated involvement from additional services.
- By working together and maintaining open lines of communication, we aim to ensure that children are understood, supported, and set up to thrive in both home and school environments.

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

At Singleton Church of England Primary School, we recognise that supporting a child with additional needs can sometimes feel overwhelming. We aim to provide a welcoming, accessible environment where families feel supported and heard.

1. Do you offer help with completing forms and paperwork?

- Yes. If a parent or carer requires help completing forms (e.g. referral paperwork, transport applications, funding requests), we are happy to assist.
- **Support is typically provided by our Learning Mentor**, who can meet with parents during her regular afternoon sessions or by appointment via the school office.
- Some forms are completed jointly as part of planned meetings, particularly for SEND or Early Help referrals.

2. What information, advice and guidance can parents access through the school?

- Our **part-time Learning Mentor** provides advice on a range of issues, including emotional wellbeing, behaviour, parenting strategies, and identifying sources of further support.

- If a parent has concerns relating to their child or family circumstances, we will **liaise with relevant services where appropriate** to help secure advice or external input.
- Additional support opportunities include:
 - **Autumn term workshops** to help parents support reading and writing
 - **Learning mentor drop in sessions** offering advice on positive parenting, with information shared in an informal setting
 - Access to staff including the **SENCO, Headteacher, and class teachers** for tailored guidance

3. How does the school help parents with travel plans?

- While we do not operate a school transport service, we support families by:
 - **Advising on eligibility** for local authority travel support
 - Assisting with **completing transport applications**, where applicable
- Our Learning Mentor is available to discuss options and support families through the process if needed.

Transition to Secondary School

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

What the school provides

At Singleton Church of England Primary School, we understand that key transitions can be an emotional and challenging time for both children and their families. We offer a range of support to help pupils feel confident and secure when moving into a new setting or year group.

Starting School (Reception)

- Children joining Reception are invited to **two induction mornings in June and July** to begin familiarising themselves with the school environment.
- Each child is paired with a **Year 5 'buddy'**, who writes a welcome letter before the visit and remains a supportive, familiar face throughout the child's early weeks.
- Parents are invited to a **transition meeting in June**, followed by a **one-to-one meeting with the reception teacher** in September to discuss individual concerns or queries.

Within-School Transitions

- We hold **informal meetings with parents** before children move from Reception to Year 1, to help ease the change in routine and expectations.
- **In-house transition days** allow pupils to spend time with their new class teacher and become familiar with their new classroom setting.
- The **Learning Mentor provides targeted emotional and pastoral support** for pupils who find transition particularly difficult.

Transition to Secondary School

- Supporting a smooth move to secondary school is a key priority, particularly for children with SEND.
- **Year 6 pupils visit their chosen secondary schools**, and **additional visits** are arranged for pupils who may benefit from extra support.
- In the summer term, **secondary school staff visit Singleton** to meet their incoming pupils and gather key information from the Year 6 teacher.
- There is direct **liaison between Singleton staff and secondary school colleagues**, with information shared to ensure continuity and appropriate planning for individual needs.

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

Singleton Church of England Primary School is committed to supporting pupils and families beyond the school day. We offer a range of extended services and clubs designed to enrich pupils' experiences and promote wellbeing, creativity, and friendship.

1. Do you offer school holiday and/or before and after school childcare?

- **Before and after school care is provided on site by Acorns**, a third-party provider.
 - **Morning sessions run from 7:30am** until the start of the school day, with breakfast available if needed.
 - **After-school sessions run from 3:15pm to 5:30pm**, including a healthy snack and a variety of activities.
- While this provision is not managed by the school, we strive to ensure that **a suitable range of options is available**, so that children with SEND can access wraparound care where possible.

2. What lunchtime or after school activities do you offer? Do parents have to pay?

- Singleton offers a range of **lunchtime and after-school clubs**, which may include:
 - R.E. Club
 - Reading Club
 - Forest School
 - Singing and Drama
 - Brass lessons
- Some clubs are led by school staff and are **free of charge**. Others are run by external providers and may require a **financial contribution**, with costs shared in advance.

3. How do you make sure clubs and activities are inclusive?

- We encourage **all pupils to take part in extracurricular activities**, regardless of ability or additional needs.
- While we do not provide one-to-one support for clubs run by third-party providers, we aim to **offer a broad range of activities** so that children with SEND can access something that suits their interests and confidence levels.
- Staff offer advice and encouragement to help pupils try new experiences and build independence.

4. How do you help children to make friends?

- Friendship and connection are at the heart of school life. We support this through:
 - **Playground and buddy systems**
 - Group-based extracurricular activities
 - Forest School sessions with a focus on collaboration
 - Pastoral support from staff and the **Learning Mentor** when pupils need help navigating social situations
- Where necessary, targeted support is provided to help individual pupils build confidence and positive peer relationships.