



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St Mary's Catholic Primary**

School Number: **02042**

## 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.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	St Mary's Catholic Primary Smithy Lane Claughton-on-Brock Preston Lancs		<b>Telephone Number</b>	01995640258
			<b>Website Address</b>	<a href="http://www.claughton.lancsngfl.ac.uk">http://www.claughton.lancsngfl.ac.uk</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	No	Yes	If yes, please give details:	
	√			
<b>What age range of pupils does the school cater for?</b>	4-11			
<b>Name and contact details of your school's SENCO</b>	Mrs Vicky Evans			

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.

<b>Name of Person/Job Title</b>	Mrs Vicky Evans Headteacher		
<b>Contact telephone number</b>	01995640258	<b>Email</b>	head@stmarysclaughton.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.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school’s Local Offer</b>	<a href="http://www.claughton.lancsngfl.ac.uk/about/downloads?page=2">http://www.claughton.lancsngfl.ac.uk/about/downloads?page=2</a>		
<b>Name</b>	Mrs Vicky Evans	<b>Date</b>	22/02/2016

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## 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**

#### **School**

Clear parking outside school

Wheelchair access to main entrance of school and all doors wide enough throughout school  
1 disabled toilet facility

All of the building is on one level

Visual environment – Interactive Smartboards are at the front of each class room.  
Pale paintwork on internal walls so all displays and classroom working walls are easy to see

Auditory environment – headphones are available for using with computers

#### **Information**

Information about school including policies, governors, staff, contacts and weekly newsletters are available on the school website and can be provided in paper copy and large font if required

We have the teacher to parents texting service.

School porch has information leaflets on various topics including those sent through from the LEA

Regular meetings/information sharing with Parents of pupils with special educational needs or disability each term.

#### **Resources**

All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and needs specific. We gain access to any specialist equipment if necessary.

### **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**

Teacher observation, note keeping and gathering of evidence from a variety of sources are all vital in fully assessing a pupil. Some or all of the following are also considered:

- information from transferring nursery/school, parental information and family history, school based assessments, standardised tests, diagnostic assessments, learning styles, schools tracking system.
- Additional support - we implement provision mapping which is regularly updated after discussion with teaching staff and IEP evaluations.
- Our provision map indicates a range of interventions, resources and support for children with a variety of academic and non- academic needs from foundation stage through to Year 6
- Intervention groups run during the week for those children who need a boost. These children are not necessarily on our SEND register but have been highlighted by teaching staff as in the need for some short- term support. This is regularly reviewed, when staff to discuss individual and group progress.
- SEND training for staff is accessed when appropriate
- We have a nominated SEND governor.
- Those children who need readers etc during SATS are appointed one and there is room within school to accommodate them during the week. If a child needs extra time or green paper for SATs this would be applied for at the set time. If a child needs to be disapplied due to their SEND this would also be done.
- The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, CAMHS, clinical psychology

## **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**

Regular meetings are held between staff in order to discuss provision and progress. Termly reviews are conducted with pupils and parents and Annual Reviews are timetabled.

Children with Support Plans are regularly monitored and assessed. Their Support Plan is updated at

regular intervals but at least twice a year. Parents are kept informed of the progress made and the new targets set.

There is also time set with the child to discuss their targets and if they have met them. The targets set

### **Keeping Children Safe**

and TA complete their feedback sheet prior to the meeting and this is circulated at the meeting for consideration. We would use the Lancashire forms on the portal. The statement advice form is circulated to all concerned and the review advice form is completed during the review meeting. The statements could be invited to the meeting to share their thoughts.

- 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 done in line with LEA and school policy i.e. school trips, behaviour risk assessments.

School has adopted the LEAs risk assessments for everyday risk The risk assessments are done by the schools EVC who is also the HT.

In some cases risk assessments are done with support from the LEA or any other outside agencies and settings i.e. Fire Risk

A member of staff is always at the main door to hand the younger children over to their parents/carers at the end of the day

Parking is in front of school and parents/carers are encouraged to come into the school grounds to deliver and collect their children.

All children are made aware of the expectations of playtime relationships and behaviour. Playtime is always supervised by a member of staff

School trips – recommended ratios are adhered to and SEND children are assigned an adult who accompanies that child on a one to one basis with no responsibility for other children and the risk assessment names the child and any risk is highlighted just for that child.

The antibullying policy is available on the school website under the policies heading

## Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

### What the school provides

We have First Aid supplies in the staff room

Stored in the staffroom cupboard are inhalers etc clearly named

Any care plans are kept in the school office and shared with the adults who will be involved with that child.

All staff are trained first aiders in school are aware of the children who have particular needs ie Nut Allergy; all staff have the required training to administer the Epi-pen. Specialist training is updated annually

In case of medical emergency more than one first aider will be called along with the HT and a decision will be made as to whether or not an ambulance will be called. The school secretary will call Parents/carers as soon as the first aiders have assessed the severity of the injury.

Bump to the head forms are sent home by the school and parents are invited to contact school for if they want further details.

School is happy to administer medicine once the parent/care has completed a request form. This form is completed and signed every time the child receives medication.

Our Reception and Y6 children have their weight monitored and sight tests in Reception and hearing tests in Y1 are part of an annual programme

## 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 website has a list of all staff with their role within school.

The school website has a list of all governors and parents can contact the governors by phone call to the school office and the message would be passed on to the relevant governor.

The school has an open door policy and staff will try to accommodate parent discussions before or after school. However, as all staff including the HT have a teaching commitment, on occasion parents may need to make an appointment to see the appropriate staff member.

EYFS Reception pupils and parents/carers have a series of induction meetings in the Summer Term prior to their start date in September.

We do not hold yearly open day as the HT prefers prospective parents to drop in or make an appointment for a one to one show around school.

Parents are kept updated about their child’s progress through reports in the Summer term and parent/teacher meetings in the Autumn and Spring terms

All children have daily home school diaries.

An annual questionnaire is completed by parent/carers and pupils

We welcome parent helpers in school to support pupils.

### 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 SEND and supporting their families? (e.g. health, social care, voluntary groups)  
How do home/school contracts/agreements support children with SEND and their families?

### What the school provides

School has a pupil parliament, however all pupils are encouraged to voice their opinions in an appropriate manner and time

We have parent/grandparent/friend helpers in school and they are timetabled in to support with reading etc.

School has an active PTFA who plan events for the children, parents and staff. ie Beetle Drives, Bingo evenings, summer fairs, raffles and Christmas evenings.

The Governing body receives reports from the SENCo/HT and also from our SEND governor.

Parents, school and pupil sign a home school agreement

### **What help and support is available for the family?**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

### **What the school provides**

The school porch has information displayed from many outside agencies. The information ranges from how to apply for FSM, the school nurses contact details, pre-school/nursery information.

If a parent needs support for completing forms or asking questions the school secretary is available along with the HT and other appropriate staff.

Parents can access information that they need through school ranging from contacting school governors, the school nurse, FSM forms, parent partnership, PTFA, and the school website

School is always willing to support parents and try to answer any questions which may arise.

We work with the LA on travel plans, supporting any eligible pupils get to school.

Good links for parent support through Local Children centre.

## Transition to Secondary School

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

### What the school provides

School will have meetings with the heads of year 7 for the feeder secondary schools.

The pupils will participate in visits in the summer term

Our junior children have regular trips to our feeder secondary schools to participate in a range of activities.

Information on open days to various secondary schools is displayed in the school porch and also put onto the weekly newsletter.

SEND children's transition- depending on the child's needs a separate transition plan is put into place to allow the move to be as smooth as possible. This maybe the SENCO at the secondary school being invited into St Mary's to meet the child, attend the annual review meeting [if stated], information being share and day visits to the secondary school.

## 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

After school clubs run on Wednesday and Thursday evenings from 3.30 -4.30pm. There is a range from sporting activities, cookery, film club and Board games, which are all offered free of charge

PHSE and Seal activities are embedded within our curriculum coverage which encourage our pupils to be responsible citizens of the world and emotionally literate human being.