



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special
Schools and Academies

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

School Number: **09054**

School/Academy Name and Address	St Chad's Catholic Primary Blackburn Road Whittle-le-Woods Chorley Lancashire		Telephone Number	01257 264480
			Website Address	http://www.st-chads.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:	
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What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	Mrs Paula Taylor 01257 264480			

Name of Person/Job Title	Mr John Riley Headteacher		
Contact telephone number	01257 264480	Email	head@st-chads.lancs.sch.uk

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

School

Car parking on roadside around school – no parking facilities on site

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

Building on three levels – main part on two levels, all accessible via stairlift

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
Rainbow alphabet in every classroom – Dyslexia friendly resource

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

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.

Changing table facilities in disabled toilet

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 from Wave 1-3, including Multi-Sensor Learning, resources and support for children with a variety of academic and non- academic needs from foundation stage through to Year 6
- 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 Annual Reviews are timetabled.

Children with IEP's are regularly monitored and assessed. Their IEP 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 are SMART and reflect the child's needs at that time.

The SENCo invites all those involved with a statemented child to the annual review meeting. Parents 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 statemented child would be invited to the meeting to share their thoughts.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

What the school provides

Risk assessments are done in line with LEA and school policy i.e. school trips, behaviour risk assessments, premises risk assessments etc

School has an appointed EVC to ensure trips are planned in line with local authority guidelines.

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

In KS1, a member of staff always ensures that children are handed over to a parent/carer.

In KS2, a member of staff is always present on the playground to oversee dismissal time.

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 children with SEND are considered on an individual basis and risks identified. Control measures are put into place to ensure risks are reduced to a manageable level.

The Bullying & Harrassment 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 outside the Headteacher's office and in EYFS classroom

A system in place to manage the administration and storage of medication. Parents contact school office for a request form which clearly states dosage and intervals and how the medication should be stored.

Stored in the relevant classroom are epipens etc clearly named.

Any care plans drawn up with the family and school nurse to identify individual care needs. Records are kept centrally and in relevant classrooms and shared with the adults who will be involved with that child.

School has nominated first aiders and all staff are aware of the children who have particular needs ie Nut Allergy. Individuals are identified on the staffroom wall with photographs and specific allergies are identified. All staff have the required training to administer the Epi-pen. Specialist training is updated as required.

In case of medical emergency 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, if required.

Bump to the head forms are sent home by the school and parents are asked to acknowledge receipt of the letter. Advice is given on the form to help monitor the child.

Our Reception and Y6 children have their weight monitored and sight tested. In Year 1 they have a hearing test.

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 brochure has a list of all staff with their role within school. This brochure is available on the school website.

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 have a teaching commitment, on occasions parents may need to make an appointment to see the appropriate staff member.

EYFS Reception pupils and parents/carers have an induction meeting in the Summer Term prior to their start date in September. Coffee afternoons are held in Reception Class throughout the first year and Grandparent’s are invited in for lunch.

We have open days biannually. In addition prospective parents can make an appointment to be shown 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.

Communication with parents also includes; parent workshops (e.g. phonics), termly class newsletters, weekly school newsletters, home/school diaries for Reception, homework diaries in KS2 and reading records throughout the school.

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 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

School has a student council, however all pupils are encouraged to voice their opinions in an appropriate manner and time.

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

School has an active PTA who plan events for the children, parents and staff. ie Family Fun days, Summer Fair, Christmas Fair, Comedy Nights, Easter Bingo, Discos, Film Nights etc.

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 entrance hall 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 Headteacher 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, PTA, and the school website.

SENCo offers guidance and specialist advice to parents of children on the SEND register. We are able to signpost families towards appropriate support and also acts as an advocate between agencies.

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 to get to school.

Good links for parental support through local Children's 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 has meetings with the heads of Year 7 for the feeder secondary schools to discuss individual pupils, their attainment and their needs.

The pupils will participate in visits to local secondary schools 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 the main feeder secondary school is sent out to relevant children.

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. If an annual review is held, the SENCo at the secondary school will be invited to attend.

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

Any extra-curricular activities are fully inclusive, including outside companies offering sports clubs. We liaise with external extra-curricular providers to ensure the activities they are offering are appropriate for children on the SEND register.

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

Any children who have social and emotional difficulties, are identified through provision mapping, and carefully planned support is delivered by trained teaching assistants to work on areas such as group dynamics, turn taking and self-esteem awareness.