



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St Mary's R.C. Primary Haslingden

School Number: 14032

<b>School/Academy Name and Address</b>	<b>St.Mary's R.C. Primary School, Lime Road, Haslingden BB4 5NP</b>		<b>Telephone Number</b>	<b>01706 214747</b>		
			<b>Website Address</b>	<b>www.st-marys-haslingden.lancs.sch.uk</b>		
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	No	Yes	<b>If yes, please give details:</b>			
		<b>No</b>				
<b>What age range of pupils does the school cater for?</b>	<b>4 – 11 year olds</b>					
<b>Name and contact details of your school's SENCO</b>	<b>Cat Wilkinson (SENDCO)</b> <b>c.wilkinson@st-marys-haslingden.lancs.sch.uk</b>					

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>	<b>Cat Wilkinson (SENDCO)</b> <b>Donna McNicoll (Head teacher)</b>		
<b>Contact telephone number</b>	<b>01706 214747</b>	<b>Email</b>	<b>c.wilkinson@st-marys-haslingden.lancs.sch.uk</b> <b>head@st-marys-haslingden.lancs.sch.uk</b>

## Accessibility and Inclusion

### What the school provides

St. Mary's prides itself on being highly inclusive and everyone is very clear about the value that pupils of all abilities and backgrounds bring to the school. We welcome everyone to our school family and uphold as paramount the importance, and value, of all. We have high expectations for all children and believe that all children should be included in the full range of educational opportunities.

Our school is on a split level site with Foundation Stage, Key Stage 1, the hall and the library on one level and Key Stage 2 at a lower level. Consequently, there is access to the upper level but access to Key Stage 2 and the school playground is limited at this stage.

There are accessible parking spaces available as required for disabled persons and an accessible toilet for wheelchair users.

School has a range of ICT programs for pupils with SEND in addition to IPADs, laptops and interactive whiteboards in every classroom.

Information is available on the school website, including the weekly newsletter. A paper version is available from the office.

## Teaching and Learning

### What the school provides

At our school, we place an emphasis on early identification of pupils experiencing difficulties when accessing learning and in general school life opportunities.

Parents are consulted at the earliest opportunity where there is a cause for concern.

The SENDCO liaises with the Head teacher and the Assessment Co-ordinator to analyse data and track pupils' progress. Baseline information, Foundation Stage Profiles, SATs KLIPs and PIVATS are all used to inform school of pupils who may require early intervention strategies.

Class teachers plan lessons according to the specific needs of all groups of children in their class and ensure that the learning tasks are adapted to enable children to access learning as independently as possible. As much as possible, and when deemed appropriate for the individual learner, children will be exposed to their age related curriculum with necessary support, alongside prior learning gaps being addressed through intervention.

Teaching assistant support for all classes is in place in the mornings during literacy and numeracy lessons and a number of classes have additional afternoon support for the delivery of targeted interventions.

**The Lancashire Tracking system is used to track progress and an intervention timetable of support is formulated half-termly, linked to the data and pupil progress.**

**This intervention support takes place either in small groups, or one-to-one. Termly progress meetings take place between class teachers and members of the senior management team and the SENDCO to identify support needs.**

**Staff receive training in different aspects of SEND according to the current needs of the Expertise is developed through: school based INSET, external courses, observation and demonstration of good practice in school, visits to other schools, staff meetings, consultancy, termly progress meetings, co-operative planning, teaching and evaluation.**

**Referrals may be made to outside agencies for more specialised advice in order to better understand the needs of the child and receive recommendations of strategies to help the child make progress.**

**Provision mapping is done termly to track and record interventions which are taking place and the effectiveness of these interventions. The Lancashire Tracker tracks progress and provides data, monitoring pupils receiving the Pupil Premium as well as pupils with SEND.**

**When taking examinations, access arrangements can be sought for children with additional needs and children with SEND can be supported 1:1 or in a small group according to their needs.**

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

**Should a pupil have an Education, Health and Care Plan (EHCP), then there will be a 6 monthly review of the plan if a child is under the age of 5. For all other EHC plans, formal reviews will be completed annually to ensure that the plan is still appropriate and to recommend any changes. The EHCP will specify how much support the child will need.**

**The progress of children with SEND is reviewed termly against the targets which have been set and the effectiveness of any interventions which have taken place. The pupil and parental voice is explored as part of the setting and reviewing of TLPs and help to inform future provision. Parents receive copies of reviewed and new Targeted Learning Plans.**

**Progress of SEND pupils is reported annually to governors. Parents receive termly updates on progress through the TLP review process, alongside one parent consultation and a final report from year with the class teacher.**

## Keeping Children Safe

As far as is practical, all areas of risk are assessed and measures put in place to minimise these. Risk assessments are conducted by the Head teacher or delegated to a senior manager, with the assistance of the site supervisor, and members of the Premises Committee. This normally takes place termly, but Health and Safety 'walk arounds' are carried out weekly by the site supervisor.

A member of staff is in the playground for 5 minutes prior to the start of school and escorts the children into school.

At the end of the day, the juniors are dismissed from the junior class door. Class 1 are dismissed from their classroom door and Class 2 are dismissed from the infant resource area by a member of staff who knows who is picking them up. If it is not a regular person collecting the child, then the class teacher will be informed.

Teachers or Teaching Assistants are on duty at playtimes and welfare staff supervise the children at lunchtime. There are always members of the teaching staff available during these times.

Entrance to the school is restricted. The only entrance available to visitors is through the main entrance door, where they must sign into the electronic system, which photographs the visitor, before they are issued with a visitors' badge. All remaining doors to school are secure. Any visitors who will be working with the pupils will be required to complete certain checks and have to provide specific documentation to the office staff.

Risk assessments take place before all school trips outside school and these assessments are viewed and authorised by the council before they are cleared to proceed.

Parents park their cars outside the school grounds and there is an informal one-way system in place. There is a footpath provided for children to come into the school grounds so that they do not have access to the school car park.

The anti-bullying policy is on the school website and a paper copy is available on request.

## Health (including Emotional Health and Wellbeing)

Parents and carers are primarily responsible for their child's health and should provide information about any medical conditions. Pupil information sheets are sent out annually to up-date medical needs and contact details.

Documents are shared and kept in each class regarding medical needs and allergies, in order that any new member of staff is aware of these needs. Similarly, a file is given to all PE coaches giving this information at the start of each lesson.

Where possible, parents are asked to administer medication to children at home, but they may make a request for prescribed medication to be administered at school. A parental consent form must be completed with clear instructions. It is a policy of Lancashire County council not to administer non-prescribed medication.

Any medicine will be stored in accordance with the product instructions and will be administered by a responsible adult.

Emergency medicines e.g. asthma inhalers, epipens, will be readily available to the child concerned and not locked away.

Any specific training on the administering of medicines will be provided by external professionals.

Epipen training has been provided by the school nurse and asthma training is provided annually for all staff by the school nursing team

Should a child have significant medical needs or allergies, parents, staff and members of the medical profession will meet to draw up a Care Plan.

All members of staff have received First Aid Training and there is always at least one designated, qualified first aider in school.

In the case of a medical emergency, an ambulance would be called immediately and then parents would be informed.

## Communication with Parents

Parents are valued and their support is fully recognised. They are actively encouraged to be involved in school life and are welcomed at events in school and as volunteers to assist with reading, class support and after school activities.

School has an 'Open Door' policy so that any problems or difficulties that parents or pupils may experience can be quickly addressed.

The school website contains details of staff currently employed by school as does the school prospectus and there are photographs of all members of staff in the school entrance.

There are opportunities to discuss progress with the class teacher during Formal Parents' Meetings in the autumn and Spring terms. There is a 'teaching phonics' meeting held after school in autumn term for class one parents. Appointments can be made at any time to see the class teacher or Head teacher. Targets are shared with parents and they are encouraged to support with help at home where appropriate.

Parents may be kept informed of progress by a home/school book, telephones calls, letters, additional meetings and annual school reports. There is a weekly newsletter put on the school website every Friday with details of forthcoming events and the school website is up-dated regularly so parents have ease of access to policies and information regarding school. School also has an app for parents to download for free and this provides instant access to term dates, events, newsletters, absence forms, direct access to the school website and many more features. School also operates a Parent Pay system for all monetary transactions. Payments can be made on line or at

a post office. Parents need to obtain a form from the school office if making payments through the post office.

On occasions, members of staff may hold parent workshops to explain the work covered and the strategies and methods taught to the children.

Reception pupils' parents are invited to a meeting in the summer term prior to their child starting school in the September. This gives them the opportunity to meet members of staff and ask any questions.

There is an Open Afternoon in term to which members of the community are invited to look around school. In the summer term, parents are invited to a Coffee Afternoon to look at their child's work together with their child.

Should parents have any concerns about their child, then a member of staff or the Senior Leadership Team are available to discuss these.

## Working Together

All children are allocated to one of four 'Houses' which meet regularly. This allows the children to be involved in matters that concern them, to hold inter-house activities and provide a network of peer support.

The school chaplaincy team are given a high level of responsibility in creating and sustaining the school's sense of welcome.

There is a Personal Development workgroup, of parents, to enhance the PSHE, SRE and emotional well-being curriculum across the school and ensure it incorporates issues linked to the pupils' local community.

There is an SEND governor who is kept informed of SEND issues and works with the SENDCO to ensure the offer for SEND pupil is of high quality. There are opportunities for parents to apply to become a governor should a vacancy arise.

Parents are invited to attend activities organised by school, such as assemblies, concerts and Masses.

There is a PTA and all parents are encouraged to actively participate.

Parent questionnaires are sent out annually and there is the opportunity to make comments on reply slips for pupil reports.

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

If parents need help completing forms relating to SEND, the SENDCO is available to assist.

There is also support through Parent Partnership provided through the Local Education Special Needs Service and which supports families through SEND processes and procedures.

**Specialist services and expertise are available through school. These include: Speech Therapy, Occupational therapy, Family Support, Play Therapy Educational Psychology, Social Services, Child and Adult Mental Health Service (CAMHS), specialist advice from the local special school.**

### **Transition to Secondary School**

**There is the opportunity for all pupils to have taster days at local secondary schools.**

**When pupils with SEND move to secondary school, staff liaise with the SENDCo / head of year group at the secondary school during the summer term prior to transfer to discuss any specific needs, and, if appropriate, Summer term visits are arranged and there is the possibility of attendance at Summer School.**

**When pupils move between classes at the end of the summer term, class teachers will have a planning meeting with the next class teacher to pass on any relevant information. Additional transition activities for moving classes for individual pupils can be arranged should it be felt this would be beneficial.**

### **Extra-Curricular Activities**

**School has a daily breakfast club and an after school club that can be booked through the school office.**

**Children are provided with a range of 'Butterfly Moments' as they progress through the school – these are a range of experiences that the children may not have experienced before such as skiing, caving or a visit to the seaside.**

**When children enter the Reception class, they are given a buddy from Year 5 who will accompany them to lunch and take care of them at playtimes, helping them to settle into the school routine.**

**A variety of after school clubs are run at different times of the year and are open to pupils of all abilities free of charge.**

Information about Lancashire County Council Local Offer can be found at [www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities](http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities)