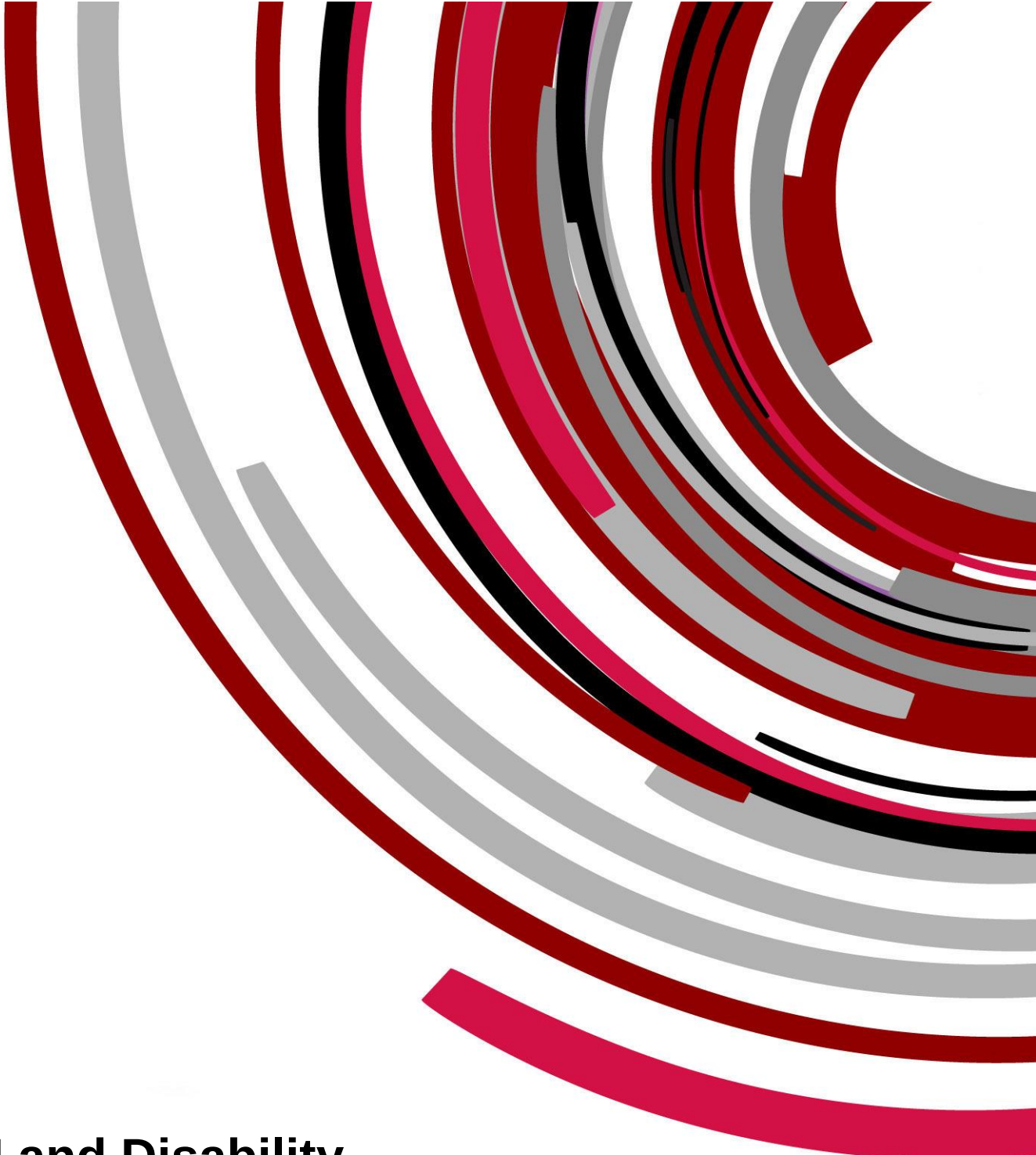




SEN and Disability

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

School/Academy Name and Address	St.Mary's R.C. Primary School, Lime Road, Haslingden BB4 5NP		Telephone Number	01706 214747
			Website Address	www.st-marys-haslingden.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:	
	No			
What age range of pupils does the school cater for?	4 – 11 year olds			
Name and contact details of your school's SENCO	Cat Wilkinson (SENDCO) c.wilkinson@st-marys-haslingden.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	Cat Wilkinson (SENDCO) Donna McNicoll (Head teacher)		
Contact telephone number	01706 214747	Email	c.wilkinson@st-marys-haslingden.lancs.sch.uk head@st-marys-haslingden.lancs.sch.uk

What the school provides

This Local Offer sets out (a) how St Mary's identifies pupils with SEND, (b) how we assess and make provision for their needs, (c) how parents and pupils are involved, (d) links to external services and the Lancashire Local Offer, and (e) the arrangements for handling EHC needs assessments. The Local Offer is reviewed annually and updated on the school website. For further information about the Local Authority's offer and statutory guidance, see: <https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/>

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.

St Mary's Accessibility Plan 2026-27 sets out how we increase access to the curriculum, improve physical access and improve access to information. A full Accessibility Plan and site access audit are available on the school website or on request.

Teaching and Learning

At St Mary's, we are committed to identifying and supporting pupils with special educational needs and disabilities (SEND) as early as possible. We believe that early identification enables pupils to access learning successfully and participate fully in all aspects of school life. Parents and carers are consulted at the earliest opportunity whenever concerns arise and are involved throughout the process of identification, assessment and support.

Identifying and Assessing SEND

Pupils' needs are identified through a range of assessment and monitoring systems, including:

- Ongoing teacher assessment and observation.
- Universal classroom support and Quality First Teaching.
- Baseline assessments and progress data.
- Foundation Stage Profile outcomes.
- Standardised and school-based assessments.
- Lancashire Tracking data and pupil progress reviews.
- Information from parents, previous settings and external professionals where appropriate.

The SENDCO works closely with the Headteacher, Assessment Lead and class teachers to analyse pupil progress and identify pupils who may benefit from additional support or intervention.

The Graduated Approach to SEND Support

We follow a graduated approach to identifying and supporting pupils with SEND:

1. **Quality First Teaching and universal classroom support** for all pupils.
2. **Teacher concerns identified** and additional classroom adaptations and early interventions implemented.
3. **Targeted assessment and SENDCO involvement** where concerns continue.
4. **Targeted Learning Plan (TLP) developed** in partnership with parents, staff and, where appropriate, the pupil.
5. **Specialist support sought** from external agencies when additional expertise is required.
6. **Education, Health and Care (EHC) needs assessment requested** when the evidence indicates that a pupil requires more substantial and long-term support.

Targeted Learning Plans are reviewed termly, with parents and pupils actively involved in evaluating progress and setting next steps.

Teaching and Learning Support

Class teachers are responsible for adapting learning to meet the needs of all pupils in their class. Lessons are carefully planned so that pupils can access learning as independently as possible.

Wherever appropriate, pupils with SEND are supported to access the age-related curriculum alongside their peers, while any identified gaps in learning are addressed through targeted interventions.

Teaching assistants support learning across the school, particularly during English and mathematics lessons. Additional support may also be provided through:

- Small-group interventions.
- One-to-one support.
- Pre-teaching and overlearning activities.
- Targeted programmes linked to individual needs.

Support is allocated according to pupil need and reviewed regularly to ensure it has a positive impact.

Specialist Advice and External Agencies

Where additional expertise is required, referrals may be made to external professionals and specialist services. These may include educational psychologists, speech and language therapists, health professionals, specialist teachers and other support services.

The purpose of this involvement is to gain a greater understanding of a pupil's needs and to receive recommendations that help them make progress academically, socially and emotionally.

Education, Health and Care (EHC) Needs Assessments

If, despite targeted support and specialist involvement, a pupil continues to require significant, long-term provision beyond that ordinarily available within school, the school may, with parental consent, request an Education, Health and Care (EHC) needs assessment from Lancashire County Council.

The request will include evidence of the graduated approach, intervention outcomes, professional reports and parental views. Parents also have the right to request an EHC needs assessment directly from the local authority.

Staff Training and Expertise

Staff receive ongoing professional development to ensure they are equipped to meet the needs of pupils with SEND. Expertise is developed through:

- School-based training and INSET.
- External courses and accredited professional development.
- Coaching, mentoring and collaborative planning.
- Observation of effective practice within and beyond the school.
- Professional consultation and advice from specialist services.
- Regular pupil progress and provision review meetings.

Reviewing and Evaluating Outcomes

What the school provides

The progress of pupils with SEND is monitored regularly to ensure that support remains effective and responsive to individual needs. Progress is evaluated through:

- Ongoing teacher assessment.
- Termly pupil progress meetings involving class teachers, senior leaders and the SENDCO.
- Analysis of Lancashire Tracker data.
- Provision mapping.
- Reviews of intervention outcomes and their impact on learning and development.

Provision maps are reviewed and updated termly to record interventions, evaluate their effectiveness and ensure that support continues to meet pupils' identified needs. The school also carefully tracks the attainment and progress of pupils with SEND, alongside those eligible for Pupil Premium funding, to ensure that all groups achieve well and that any emerging concerns are addressed promptly.

The progress of pupils with SEND is reviewed termly against the outcomes and targets identified within their Targeted Learning Plans (TLPs). The effectiveness of any interventions is evaluated as part of this review process. Parents are actively involved and receive copies of reviewed and updated TLPs. The views of both pupils and parents are sought when setting and reviewing targets, helping to inform future provision and ensuring that support remains person-centred.

Each TLP includes the pupil's strengths, barriers to learning, SMART short-term outcomes, classroom strategies and resources, additional interventions, named responsibilities, review dates and evidence of impact. Pupils are encouraged and supported to contribute to their TLPs in ways that are appropriate to their age and stage of development.

For pupils with an Education, Health and Care Plan (EHCP), formal reviews are held in accordance with statutory requirements. EHCPs for children under the age of five are reviewed every six months, while all other EHCPs are reviewed annually. These reviews consider the pupil's progress towards their outcomes, evaluate the effectiveness of provision and identify any amendments required to ensure the plan continues to meet the pupil's needs. The EHCP will specify the support required to help the pupil achieve their agreed outcomes.

Information about the attainment and progress of pupils with SEND is reported annually to governors.

Keeping Children Safe

The school is committed to providing a safe and secure environment for all pupils, staff and visitors. Wherever reasonably practicable, risks are identified, assessed and appropriate control measures are put in place to minimise potential hazards.

Risk assessments are carried out by the Headteacher or a delegated senior leader, supported by the Site Supervisor and members of the Premises Committee. Formal site risk assessments are typically reviewed termly, while weekly health and safety inspections ('walk-arounds') are undertaken by the Site Supervisor to identify and address any emerging concerns promptly.

Arrival and Departure Procedures

A member of staff supervises the playground from five minutes before the start of the school day and escorts pupils safely into the school building.

At the end of the school day:

- Junior pupils are dismissed from the junior classroom door.
- Class 1 pupils are dismissed from their classroom door.
- Class 2 pupils are dismissed from the infant resource area.

Pupils are released by a member of staff who is familiar with the arrangements for their collection. If someone other than the usual authorised adult is collecting a child, the class teacher must be informed in advance.

Playtime and Lunchtime Supervision

Teachers and Teaching Assistants supervise pupils during playtimes, while designated welfare staff supervise lunchtime periods. Members of the teaching staff are always available to provide support and respond to any issues that may arise.

Site Security and Visitors

Access to the school site is carefully controlled. All visitors must enter through the main entrance, where they are required to sign in using the electronic visitor management system, which records visitor details and photographs. Visitors are then issued with an identification badge. All other external entrances remain secured during the school day.

Any visitor who will be working with pupils is required to undergo the appropriate safeguarding checks and provide the necessary documentation before being permitted to do so.

Educational Visits

Comprehensive risk assessments are completed for all off-site educational visits. These assessments are reviewed and approved in line with local authority requirements before any visit is authorised to proceed.

Traffic and Pedestrian Safety

Parents and carers are required to park outside the school grounds. An informal one-way traffic system operates to support the safe movement of vehicles. A dedicated pedestrian pathway enables pupils to enter the school grounds safely without accessing the school car park.

Anti-Bullying

The school's Anti-Bullying Policy is available on the school website. Paper copies can also be provided on request.

Health (including Emotional Health and Wellbeing)

Parents and carers are primarily responsible for their child's health and wellbeing and must inform the school of any medical conditions, allergies or health needs. Medical information and emergency contact details are updated annually through pupil information forms, although parents are expected to notify the school immediately of any changes that arise during the school year.

Information relating to pupils' medical needs and allergies is shared appropriately with relevant staff to ensure children are supported safely. Updated medical information is held within each classroom so that all staff, including temporary or new members of staff, are aware of individual needs. This information is also provided to PE coaches and other external professionals who work with pupils.

Where possible, parents and carers are encouraged to administer medication at home. However, the school may administer prescribed medication where this is necessary during the school day. In such cases, parents must complete a medication consent form, providing clear instructions regarding dosage and administration. In line with Lancashire County Council guidance, the school does not administer non-prescribed medication.

All medication is stored securely and in accordance with the manufacturer's instructions and is administered by a responsible, authorised member of staff.

Emergency medication, such as asthma inhalers and adrenaline auto-injectors (EpiPens), is readily accessible and is never locked away. The school is fully compliant with Benedict's Law. Where specialist medical procedures or medication administration are required, staff receive appropriate training from healthcare professionals. Training relating to asthma and the use of adrenaline auto-injectors is provided by the school nursing team and refreshed regularly, with asthma awareness training delivered annually to all staff.

Where a pupil has significant medical needs or severe allergies, the school works in partnership with parents, healthcare professionals and relevant staff to develop an Individual Healthcare Plan that outlines the support and procedures required to meet the child's needs safely.

All members of staff receive first aid training appropriate to their role, and there is always at least one designated qualified first aider on site.

In the event of a medical emergency, emergency services will be contacted immediately and parents or carers will be informed as soon as possible.

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, telephone 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.

We will provide information in alternative formats on request, including large print, easy-read, translated versions and audio copies. Please contact the school office or the SENDCO to request materials and allow 7 working days.

Working Together

At St Mary's, we pride ourselves on our open-door approach and the strong partnerships we build with parents, carers and the wider community. We value the views of all stakeholders and actively seek opportunities for them to contribute to school life and ongoing development.

Our Chaplaincy Team plays a significant role in creating and sustaining the school's warm, welcoming and inclusive ethos, helping all members of the community feel valued and supported.

Each year, we carry out a Personal Development consultation to gather the views of pupils, parents, staff and governors. This helps us to continually enhance our PSHE, RSHE and emotional wellbeing provision, ensuring that the curriculum remains relevant to the needs of our pupils and reflects issues affecting our local community.

The school's SEND Governor works closely with the SENDCo and school leaders to monitor provision and ensure that pupils with SEND receive high-quality support and opportunities to thrive. Parents are also encouraged to engage with school governance, with opportunities to apply to become a governor should vacancies arise.

Parents and carers are regularly invited to participate in school life through assemblies, Stay and Pray sessions, curriculum showcase events, concerts, liturgical celebrations and Masses. These opportunities strengthen the partnership between home and school and enable families to share in their children's achievements and spiritual development.

Our active Parent Teacher Association (PTA) makes a valuable contribution to the life of the school, and all parents are warmly encouraged to become involved.

We actively seek parental feedback through annual questionnaires and welcome views throughout the year. Parents also have opportunities to share comments and reflections in response to pupil reports and other school communications, helping us to continually improve our provision and maintain strong relationships with families.

What help and support is available for the family?

If parents or carers require support with completing SEND-related forms or navigating SEND processes, the SENDCO is available to offer guidance and practical assistance. Families can also access independent advice and support through the Local Authority's SEND Information, Advice and Support Service (SENDIASS), which helps parents understand SEND procedures, their rights, and the support available for their child.

The school works closely with a range of specialist services to ensure that children and families receive appropriate support. These services may include Speech and Language Therapy, Occupational Therapy, Educational Psychology, Family Support Services, Play Therapy, Social Care, Child and Adolescent Mental Health Services (CAMHS), and specialist outreach support from local special schools. The involvement of external professionals is discussed with parents and tailored to meet the individual needs of the child.

We recognise that a child's needs can have a wider impact on family wellbeing. Where appropriate, parents and carers can be signposted to external agencies and community services that provide emotional, social, or practical support. The school can also initiate Early Help processes and coordinate Team Around the Family (TAF) meetings to ensure families receive timely, joined-up support from relevant professionals and services.

Transition to Secondary School

Transition arrangements are carefully planned to support all pupils as they move through the school and beyond. All pupils are offered opportunities to visit their future secondary school through transition and taster days provided by local schools. For pupils with SEND, additional transition support may be arranged according to individual need. During the summer term, the school liaises closely with the receiving secondary school, including the SENDCO and/or Head of Year, to share relevant information and discuss strategies to ensure a successful transition. Additional visits, enhanced transition programmes and attendance at summer school may be arranged where appropriate.

When pupils move to a new class within St Mary's, class teachers meet with the receiving teacher to share information about each child's strengths, needs and effective support strategies. Where it is considered beneficial, additional transition activities, such as extra classroom visits, meetings with new staff or personalised transition resources, can be provided to help pupils feel confident and settled in their new learning environment.

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.

This Local Offer is reviewed annually by the SENDCO and governing body. It was last reviewed in September 2026 and will be reviewed again in September 2027. Any changes will be published on the school website. The SEND governor monitors implementation and reports to governors termly.

We handle SEND records in line with our Data Protection and GDPR policy. Parental consent is sought for referrals and information sharing. Records are stored securely and retained in line with retention schedules

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