



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

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

School Number: **06054**

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.SENDEReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER
Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	St Clare's Catholic Primary School		Telephone Number	01772 787037
	Sharoe Green Lane Fulwood Preston PR29HH		Website Address	www.st-clares.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 year olds			
Name and contact details of your school's SENCO	Mrs Anne Charnley			

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	Mrs Anne Charnley SEND-co		
Contact telephone number	01772 787037	Email	head@st-clares.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.

Please give the URL for the direct link to your school's Local Offer	https://www.st-clares.lancs.sch.uk/our-school/send.php		
Name	Mrs Anne Charnley	Date	29/09/2020

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

The school comprises of modern buildings. To ensure access for pupils and parents with disabilities, all doorways and entrances to the school building and outdoor areas are on a single level and are wide enough to accommodate a wheelchair. The main car parking for all stake holders is situated approximately 200m from the front entrance of the building, in front of the local church. The path from the car park to the school is suitable for wheelchairs and at busy times alternative arrangements are made for dropping off and collecting disabled persons when the need arises. A disabled toilet is available at the front entrance to the school. Furniture is modern and of a suitable height, appropriate to the age group of the children being taught in that classroom. Each classroom is attractive and well-resourced with clearly labelled equipment, reward displays and picture timetables for children who require them. Information is available on the school website and a community noticeboard in addition to regular newsletters.

The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, computers and interactive whiteboards installed in every classroom.

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

Early identification is vital. Teachers and TAs are all highly skilled in identifying the needs of individual children and planning for next steps. If a child is not making expected progress through wave 1 strategies, staff formally alert the SENCo. The SENCo, together with the teaching staff and TAs then formulates an appropriate intervention programme for individuals or groups. All practitioners have opportunities to raise/discuss any SEN issues at regular staff meetings.

Staff throughout the school have a wealth of experience in providing for children with a range of physical, educational and global learning difficulties and we regularly call upon outside agencies to help and advise us with appropriate provision strategies and resources.

Class teachers keep parents well informed with regard to their child's progress and any concerns are raised at the earliest opportunity. Parents are supported by the relevant staff to take an active role in the provision for their child both in and out of the school day.

The class teacher, TAs, parents and the SENCo work closely together to regularly assess and monitor the children's progress in line with existing school practices and individual SMART targets are evaluated each half term.

Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as SEND traded services, Acorn psychology and support services and PADDA. Each class has the benefit of at least one Teaching Assistant.

All staff have received first Aid, ASD and NLP training in house and Safer Handling training is scheduled for this academic year.

When sitting examinations children with SEN can be supported 1 to 1 (Statement), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The School tracker also tracks progress and provides data for monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

The Head teacher has a wealth of SEN experience.

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

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. IEPs are produced termly or half termly with a follow up meeting for parents depending on the circumstance and pupil. The school operates an open door policy with regards to any concerns a parent may have.

School is made up of eight classes, with mixed aged classes in Key Stage 1, giving opportunity for children to work in an appropriate environment for their educational needs.

Pupils' progress is monitored throughout the school and Pupils with SEN are tracked carefully for the small steps of progress expected.

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

All staff are responsible for risk assessment throughout the school on a day to day bases. Health and safety is the first item on the weekly staff meeting agenda. The Head Teacher monitors all risk assessments and is also the school EVC. The

resources committee ensures that the head teacher keeps close and accurate records of Health and Safety as the premises manager.

If required a handover is carried out by the T/A or class teacher to the appropriate parent/carer. Parking areas by the school for pick up and drop off points can be made available.

Two members of staff supervise each break including the dining room and play areas at playtimes and lunch times.

Support is available in every class and some classes have additional adult support if required.

Parents can access the Behaviour Policy on the school website.

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

When required all medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child.

Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records. All staff are made aware of children currently on a Care Plan. All support and teaching staff are kept regularly up to date with First Aid Training, including paediatric, to ensure staff are familiar with what action to take in the event of an emergency.

In addition, Diabetes and Epi-pen training has been provided, when necessary, by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

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 website contains details of all staff currently employed by the school and the Prospectus also provides this information. The School operates an open door policy and has two parent evenings a year to provide opportunities for parents to discuss the progress of their child. Staff also offer core curriculum evenings to ensure parents are well informed about the age related targets, strategies and outcomes. Parents of children receiving support through a wave two intervention are invited to meet with the relevant staff each half term to review individual targets. A parent questionnaire is provided for parents to record their views and suggestions.

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

Pupils are encouraged to contribute their own views about their welfare and education through the School Council and annual questionnaire. Parents have the opportunity to contribute their views and suggestions at Parent Evenings, Annual Reviews and IEP reviews. Elections to the Governing Body are held in the event a vacancy arises. Home school agreement is revisited annually by governors, parents and children. SEN is a key area on the head teacher’s termly report to governors. A variety of strategies are used to communicate to parents by staff ranging from newsletter to communication books, when the need arises.

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

School endeavours to meet regularly with parents. Key documentation is talked through with parents and carers, offer in 'user' friendly terminology. When necessary Parent Partnership have been welcome to support parents with SEN during meetings.

Transition to Secondary School

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

What the school provides

The school has good links with the different secondary schools the children move on to. Specialist teachers from the secondary schools share their expertise by visiting as well as inviting groups of children to different events at the secondary schools for example: Maths challenge and ICT and languages workshops.

All pupils spend one day at their chosen secondary school during their final term at primary school. When necessary school will arrange for further transition units visits and visits will be put in place as they are required by pupils to ease the move to Key Stage 3.

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

The school offers a wide range of extra-curricular activities as well as wraparound childcare during term time.

Morning Club – 7.45 – 8.50am = £3.50

Activities provided by staff and parents during lunch breaks and after school

(no charge):

Netball club

Football club

Rugby club

Athletics club

Card playing club

Afterschool clubs provided by coaches/music service from outside of the school:

Judo - £5 for 1 hours

Fencing - £5 for 1 hour

Multi Skills - £5 for 1 hour

Keyboard £5 for ½ hour

Dance - £5 for 1 hour

All children are offered the opportunity to take part in a range of activities, clubs and competitions throughout their primary school education. School endeavours to ensure that measures are put in place for accessibility for all.