



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

**St Mary's Catholic Primary School,
Lea Town**

School Number 06039

Accessibility and Inclusion

What the school provides

- St Mary's Catholic Primary is a fully inclusive school. The school is built on two levels and doorways are wide enough to enable wheelchair users to access all parts of the building. Visibility strips are on staircases to support with visual impairments. All rooms on the lower floor have wheelchair and sloped access to outside provision whilst the access to the main playground is also wheelchair friendly.
- The car park area maintains a disabled parking space close to the reception entrance. Parents are asked to use the Smith Arms pub car park and walk down to the front playground, to ensure the safety of all the community.
- The school has a large disabled toilet complete basic changing facilities.
- School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for the school's individual circumstances. These can be accessed via the website or alternatively from the school office and are available in different font sizes on request.
- For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. To support those with hearing impairments, school will provide a sign language translator as required. School aims to ensure that all communications in written form are clear and concise, but will inform parents, carers and family members verbally where appropriate. Information is available via the school app and website (which can be translated by using the translate button) in addition to regular newsletters.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classroom.
- The school provides visual timetables where appropriate and uses a range of ICT programmes for pupils with SEND in addition to i-pads, laptops, headphones, computers and interactive whiteboards which are installed in every classroom.
- The Head teacher, Senior Leaders and Governors complete regular Health and Safety walkthroughs.

Teaching and Learning

What the school provides

- It is vital that children with SEND are identified early and suitable interventions established. This is achieved through ongoing classroom assessments alongside regular formal assessments which are recorded on the school tracking system. This information forms the basis of discussions between the class teacher and Senior Leaders. Where a child is not making expected progress the class teacher will complete an Initial Concern form which would be discussed and overseen by the Head teacher. Further discussion will take place between the class teacher, SENDCO and parents and suitable interventions put in place. An Individual Education Plan (IEP) will be written for

the pupil where small, achievable targets are set. These targets are reviewed termly with parents.

- We have skilled Teaching Assistants who liaise with specialists/ consultants as relevant to deliver and support children with a diagnosed autistic spectrum disorder, training in delivering motor skills programmes, Speech and Language programmes as well as a physio and sensory processing programmes. We buy weekly support from CANW and have a named counsellor.
- Where necessary support from external agencies will be sought in order to break down barriers to learning and facilitate academic progress. Children can be screened for dyslexia and dyscalculia. They can be assessed internally or by outside agencies such as Inclusion Solutions, specialist teacher, Educational Psychologist, Speech and Language Therapist or Occupational Therapist. Each class has the benefit of Teaching Assistant support. In the case of children with HI, VI or medical needs, specialist support equipment is provided by IDSS, NHS (Diabetes Nurse, Epilepsy Nurse, Asthma Nurse, School Nurse, CAMHS, etc.)
- Staff have received training on pupil accessibility requirements or needs and the resources needed to determine how lessons are differentiated to ensure that all children are able to access the curriculum fully. Staff have received First Aid training (including Paediatric), Epipen training, Diabetes and ADHD. As relevant, staff have received additional training in order to support pupils with Autism (ASD), Visual Impairment (VI) and (Hearing Impairment) HI. Extra time may be sought along with regular comfort breaks during the assessment for those children who may struggle to focus for a length of time or who need extra time to process information. For children with motor skill difficulties the school has laptops and iPads that can be used to support children recording their work.
- The school provision map looks at the needs of the children first, then allocates suitable staff to support that class either on an individual basis or as a group of children with similar needs. Small groups may be taken out for intervention programmes in mathematics, literacy and social skills.
- Provision Maps and SSP's record the type of intervention a pupil is receiving, the duration, who is providing the support and pupils progress throughout the school. For SEND pupils working well below Age Related Expectations PIVATS are used to monitor and celebrate their small steps progress.

Reviewing and Evaluating Outcomes

What the school provides

- Currently all children with an EHCP have an annual review, overseen by the Head teacher as SENDCO, where all stakeholders are invited. In addition to this parents are invited to attend termly SSP meetings and where appropriate a "Team Around the Family" (TAF) meeting may be arranged where parents and professionals can meet to discuss the changing needs of a child and assess progress.

- All SSP's are reviewed termly by the class teacher and the SENDCO, progress reported back to parents and the child and then new targets are discussed and set. The aim is to get a child to the point where an SSP is not needed and barriers have been removed.
- Targets need to set in small steps and the desired outcome explained to both parents and the child. Class teachers may also discuss how this can be achieved and what parents and the child can do to help. Where a child has a Disability, all reasonable steps will be taken to ensure full integration into school life. Lessons such as PE and outdoor provision will be differentiated to ensure expectations are achievable.
- The effectiveness of provision is monitored by the SENDCO's analysis of whole school data. This is evaluated by the SEND governor who provides feed back to the Governing Body on a termly basis.
- The school operates an open door policy with regards to any concerns a parent may have.

Keeping Children Safe

What the school provides

- Risk assessments are completed as and when necessary. These are always overviewed and reviewed by Senior Leadership Team.
- Where a child has a medical condition such as epilepsy or diabetes, their information will be displayed clearly in the staff room and all staff, including welfare will be made aware of the protocol for managing the child's needs.
- At the end of the school day all Foundation Stage and Key Stage 1 staff make sure that pupils are 'delivered' to their parents or person(s) identified as collecting them. All Key Stage 2 children are escorted to the front playground from the classroom to meet parents or person(s) identified as collecting them. All pupils will only be handed over to named contacts and any changes would need to be received directly through the office. In Year 6, children are allowed to walk home once parental permission has been sought in writing.
- The school is situated in a semi-rural area and there is limited parking at The Smith Arms pub. A disabled parking spot is allocated at the rear of the school on the staff/ school car park. Emergency vehicles are able to access the school via Darkinson Lane.
- Where lunchtimes/playtimes are identified as an area of concern, the school will make relevant adjustments to maintain the safety of all. St Mary's Catholic School provides a safe-haven and supervised support for children, at break and lunch times. Two members of Staff are on playground duty on both the Key Stage 1 and Key Stage 2 playgrounds at morning breaks. Teaching assistants supervise the children in the lunch hall and playground over the lunch time period.
- The school follows Lancashire guidelines in relation to school trips. All school trips are processed through 'Evolve' system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/ responsible staff.
- The Behaviour and Anti-bullying policies can be found on the school website or requested from the office.

Health (including Emotional Health and Wellbeing)

What the school provides

- Prescribed medication is administered by trained first aiders. School policy administers medication which has been issued for four times daily. A permission slip must be completed by parents/carers giving details of the medication and dosage required before any medication will be administered. This is available to parents via the school office. Medication is stored in the school office or in a clearly marked area of the refrigerator in the Staffroom and may only be administered by a member of the Senior Leadership Team or a trained First Aider at Work.
- Medical lists are reviewed at least termly with Senior Leadership Team.
- Inhalers are kept in the child's classroom. The administration of inhalers is overseen by a member of staff. All medication is checked half termly by the Teaching Assistants for expiry dates and parents contacted to replace if necessary.
- Care plans are drawn up in consultation with relevant agencies and parents. Copies are distributed as necessary and stored on a secure area of the school network. They are reviewed by the School Nurse and SENDCO at least annually or if circumstances change.
- The Staff are briefed by the School Nurse or relevant medical professional as required, regarding pupils with medical needs. Additional training for Staff is arranged via the School Nurse when necessary. All support and teaching staff are kept regularly up to date with First Aid training to ensure Staff are familiar with what action to take in the event of an emergency.
- The school does not have any health or therapist services in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the schools safeguarding protocols. There are regular visits from the School Nurse, Speech and Language Services, CAMHS workers, Educational Psychology Service, Occupational Therapists, Physiotherapists, CANW (Counselling) and the Visual Impairment Team.

Communication with Parents

What the school provides

- Staff lists are available on the school website. The Headteacher usually takes parents on a tour of the school before their child(ren) start. An overview of the staffing structure is given and key personnel (Class teacher, Senior Leaders and SENDCO) are introduced.
- Head teacher and staff greet daily on the yard at the start and end of the day to be readily available.
- Staff are flexible in their contact with parents/carers; should they not be available they will return calls as soon as possible. Parents and carers are welcome into school – we operate an open door policy. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.
- Parents/carers of children who have an SSP are invited to attend a regular review meeting to discuss their child's progress. Parents' evenings are held twice a year.
- Open Days are held for prospective parents in the year before their child is due to commence school. All September admissions have transition visits in the term before the Summer holiday to become familiar with staff, other peers and their environment. Those joining mid-year are also offered the opportunity for transition visits if appropriate and individual support from the Learning Mentor to aid the transition process from one school to another.
- We also offer a weekly Big School Adventures to aid transition as well as additional sessions for those with SEND or BESD.
- Parents can give feedback to school face-to-face (a member of The Senior Leadership Team is usually outside at either end of the school day), via email, a phone call or during a parent's evening meet.

Working Together

What the school provides

- Two children from each class represent the School Council and meet regularly.
- When reports are sent home, there is the opportunity for parents to complete a feedback form.
- There is a very active PTFA (FOSM) who meet regularly to discuss fundraising events.
- Parent governors are appointed for 4 year terms following election process.
- There is a list of parent helpers who accompany classes on educational visits and come into school to hear the children read.
- The nominated SEND Governor monitors SEND provision in school working alongside Headteacher and SLT.
- Parents can have their say about their child in Parent Evenings, Annual Reviews and SSP reviews.

What help and support is available for the family?

What the school provides

- Support for completion of forms/paperwork is offered and provided on request by SENDCO and Staff members.
- TAFs are usually supported by Mrs A Brogden and Mrs J Ellis.
- All applicable school policies can be found on the school website. School will broker support for families when possible.
- When appropriate, school will organise a travel plan with the parents. The Class Teacher, SENDCO/ Head Teacher can offer help with forms if this is required.

Transition to Secondary School

What the school provides

- Our feeder school is Our Lady's Catholic High School, however some children attend Carr Hill High School, Ashton Community Science College, Fulwood Academy and other high schools in the area. Each year pupils visit their forthcoming Secondary School for taster sessions.
- The Heads of Year will visit the school to ease transition and also discuss each child with the Year 6 Class Teacher.
- Transition meetings between SENDCO's will identify appropriate provision requirements. SSPs and other related information will be forwarded to the new school. If necessary extra visits will be arranged for a pupil(s) who might find the move to high school very challenging (SEND) or who has a disability where problems need resolving before they move.
- In school we discuss transition to high school and emulate what high school will be like in the weeks leading up to the Summer holidays.

Extra Curricular Activities

- St Mary's operates a daily Breakfast Club from 7:30am and After School Club until 5:30pm Monday to Thursday, 4:15pm on a Friday, which is available to all pupils.
- The school does not offer school holiday childcare. However, parents can be signposted to local provision.
- There are many opportunities for pupils to take part in Lunchtime and After school activities. A minimal charge is made for some clubs in order to cover costs. At lunchtimes we provide a variety of extra-curricular clubs. Recent clubs consist of Colouring Club, Chess Club, Running Club, Dance Club, Drama Club and more. After school we offer activities such as Football, Dodgeball, Multi-Skills, Dance and Handwriting. Clubs are discounted for children eligible for free school meals.

- Children entering Foundation Stage are assigned a Buddy from Y6 who will accompany them to Celebration Assembly on Fridays and when school attends Church for Mass. Adults are always on duty at playtimes and will encourage friendships. Buddies and Play leaders are present on the Key Stage 1 playground at breaks and lunch times to assist pupils.

Feedback

What is the feedback mechanism

- The school seeks parents/carers views and feedback via Parents evening, through questionnaires and annual review meetings. Parents are signposted to Ofsted Parent View via the school website as relevant.
- The school operates an open door policy and parents can make appointments with class teachers and members of the Senior Leadership Team at their convenience.