



## **SEN and Disability Local Offer**

**St Mary's RC Primary School, Sabden**

School/Academy Name and Address	St Mary's RC Primary School, Watt Street, Sabden BB7 9ED		Telephone Number	01282 771009
			Website Address	www.stmaryssabden.co.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			
Name and contact details of your school's SENCO	Claire Ashton 01282 771009 head@st-marys-sabden.lancs.sch.uk			

Name of Person/Job Title	Claire Halstead		
Contact telephone number	01282 771009	Email	head@st-marys-sabden.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	<a href="http://www.stmaryssabden.co.uk/wp-content/uploads/2014/03/LO-STMARYSRCPRIMARYSCHOOL-11066.pdf">http://www.stmaryssabden.co.uk/wp-content/uploads/2014/03/LO-STMARYSRCPRIMARYSCHOOL-11066.pdf</a>		
Lancashire local offer direct link	<a href="http://www.lancashire.gov.uk/SEND">www.lancashire.gov.uk/SEND</a>		
Name	St Mary's RC Primary School	Date	08/11/16

## Accessibility and Inclusion

### **What the school provides**

The school was built in 2000 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for the public around school and a disabled car parking space on the school car park. A disabled toilet is available for a wheelchair user if the need should arise.

Information is available on the website and on regular newsletters.

Furniture in school is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

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

## Teaching and Learning

### **What the school provides**

Early identification is vital and the class teacher informs the SENCO, Head teacher and parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and SENCO work together to plan an appropriate programme of intervention and support. Outside agencies, such as speech and language, offer advice on the provision where needed.

School employ an independent specialist SEN teacher who carries out assessments, screens and supports our SEN pupils weekly.

Children who are falling below expected standards or who need a short period of support are placed on the school's Provision Map. Each class may have pupils on the map and TAs or the class teacher will support them for a given period of time during the week. This provision could include emotional support, dyspraxia support activities, phonics and reading, maths catch up etc.

The provision map is updated each half term and records the type of intervention a pupil is receiving, the duration and which TA/teacher is providing the support. Pupils are assessed regularly using National Curriculum Levels or PIVATs for SEN pupils. Using KLIPs assessments and PIVATs, the class teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Each class has the benefit of at least one Teaching Assistant in each classroom.

All staff receive SEN support through twilight or Inset sessions on a variety of SEN matters. These are provided in-house or by outside agencies  
All staff are first aid trained.

When sitting examinations children with SEN can be supported 1 to 1, sit exams in a quiet setting to aid concentration or be granted additional time.

The school's SENCO attends regular training and termly SENCO Forums.

## Reviewing and Evaluating Outcomes

### **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 half termly or termly depending on the circumstance and pupil. School operates an open door policy with regards to any concerns a parent may have. The SENCo also holds termly 'Drop-In' sessions for parents to talk through the IEP and any provision that is in place. They also discuss what the next steps will be.

Pupils' progress is monitored throughout the school and pupils with SEN are monitored also on the Provision Map.

## Keeping Children Safe

### **What the school provides**

The Head teacher carries out Risk Assessments where necessary.

If required, a handover is carried out by the TA or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points.

Three teachers/ teaching assistants supervise each play time and we have two lunchtime support staff.

Support is available in every class. Currently the mixed infant class has 3 support staff + teacher, the mixed Y3 & 4 class has 2 support staff + teacher and the mixed Y5 & 6 class has 1 TA and teacher. Support is provided according to the needs of the pupils in each class.

School has an Anti-Bullying Policy and a Behaviour and Discipline Policy and deals with any fall outs as and when they happen.

Policies can be found on the school website.

## Health (including Emotional Health and Wellbeing)

### **What the school provides**

All medicines have to be sent into school with a signed letter from a parent/carer to grant authorisation to the school to administer it to their child.

The information is stored in the school office.

Medicines (except reliever inhalers) are kept locked in the school office.

When a medicine is administered by a member of the school staff a log is kept of the time, the pupil, the medicine, the dose and who administered it.

Care plans are passed on to the relevant class teachers and the master copy is kept in SEN records.

All support staff and teaching staff are kept up to date with First Aid Training.

## Communication with Parents

### **What the school provides**

The website contains details of all staff currently employed by the school.

The school operates an Open Door policy and has 2 parent evenings a year (Autumn and Summer Term) to provide opportunities for parents to discuss the progress of their child. A progress report is sent out at the end of the spring term and an end of year report at the end of the school year.

A parent questionnaire is also provided for parents to complete during the summer term. A link to Parent View is available on the School Website for parents to leave feedback at any time.

The SENCo also holds termly 'Drop-In' sessions for parents to talk through the IEP and any provision that is in place. They also discuss what the next steps will be.

## Working Together

### **What the school provides**

There is a School Council for pupils to contribute their own views.

Parents can have their say about their child in Parent Evenings and at Annual Reviews and Drop-In Sessions.

IEPs are reviewed termly during a meeting and pupil views are sought within the IEP. We also use a pupil questionnaire for our SEN pupils.

A progress report is sent out to parents in the spring term and a comment sheet is attached for parents to fill in. The same system exists for the summer term report. Elections to the Governing Body are held in the event a vacancy arises.

School works closely with all agencies involved in the welfare of a child and is happy to attend or hold meetings.

A Home-School agreement is completed by all pupils at the start of each new school year.

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

#### **What the school provides**

The Class Teacher, SENCO or Head Teacher can offer help with forms if it is required.

School will advertise any school or village events or general useful information on the weekly newsletter, website, Facebook page or in the Notice board situated in the school yard.

School is happy to work with parents to offer support and if outside support may be needed school will signpost parents towards this.

If a pupil required a Travel Plan to get their child to and from school, this would be dealt with by the Class Teacher, SENCO and Head teacher.

School has a commitment to e-Safety.

School plays an active role in initiating Common Assessment Framework (CAFs) for families who need support from a range of agencies and hold half termly TAF meetings. This ensure actions and goals are completed.

## Transition to Secondary School

### **What the school provides**

School works with any Secondary School that is picked by families but the majority of our pupils attend St Augustine's RC High School.

All Year 6 pupils visit their forthcoming Secondary schools for a taster day in the Summer term. The Head of Year 7 also visits school to chat to Year 6 pupils about their time at their new school and answer any questions they may have.

St Augustine's also hold a mass for the new intake pupils to attend with their family at the end of the Summer Term.

St Mary's hold a leaver's mass at our local church which is attended by The Head Teacher or senior teacher from St Augustine's.

As a SEN pupil moves through our Y6 class the SENCO will contact the SENCO of the future secondary school as soon as possible and begin a transfer of information and facilitate extra meetings for parents to attend if required.

## Extra Curricular Activities

### **What the school provides**

St Mary's does not currently have a before and after school club, but we can signpost parents to the services of two Ofsted registered child minders who are parents at the school and run their own child care service for before and after school. Several of our current pupils attend these services.

School offers different sports clubs, mainly free of charge, which include football, netball, cricket and multi-skills. These rotate between year groups and seasons. We have a P.E lunchtime club twice a week which is open to all pupils. Sometimes we run clubs that do have a cost but this is generally £2.00 a session.

There are opportunities for pupils to learn to play clarinet, flute or keyboard through the school music service (paid for by parents). But we also buy into the Wider Opportunities Scheme which means we can provide music lessons to a whole class for a term, free of charge to parents. Currently we offer ukulele sessions to all pupils, an instrument is provided for them and the lessons last for a term.

A school buddy system supports pupils at playtimes. Older children will look out for pupils who appear on their own; the buddy will support that child and help include them in ongoing games.

We offer other after school clubs based on interest (drama/choir), we offer the clubs to all pupils though sometimes this has to be on a rota format to cater for different year groups and numbers of children.

## Feedback

### **What the school provides**

We value all people's points of view and are always happy to hear from our school community through the methods listed below:

You can telephone school office at any time to provide feedback on the services we offer on 01282 771009

If you would like to give the feedback direct to the head teacher she can be reached on: [head@st-marys-sabden.lancs.sch.uk](mailto:head@st-marys-sabden.lancs.sch.uk)

Parents are also invited to fill in a questionnaire annually where space is provided for further in-depth feedback if needed.

Children's reports have parental and pupil feedback sections which are given out twice yearly.

The children's individual education plans also have a section for parental feedback to address any concerns regarding the targets set.

Once feedback is received a member of staff will contact the sender with confirmation of receipt and any further necessary information.