



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Caton St Paul's C.E. Primary School

School Number: 01014

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.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

E.g. LO-LEAFYVILLAGESCHOOL-011001

| | | | | |
|---|---|------------|---|----------------------|
| School/Academy Name and Address | Caton St Paul's C.E. Primary School | | Telephone Number | 01524 770241 |
| | | | Website Address | www.catonstpauls.com |
| Does the school specialise in meeting the needs of children with a particular type of SEN? | No | Yes | The SENCO works closely with the head teacher, class teachers, learning mentor and teaching assistants to ensure the needs of individual children are met. | |
| | NO | | | |
| What age range of pupils does the school cater for? | 4-11years | | | |
| Name and contact details of your school's SENCO | Mrs Becki Richardson 01524 770241 brichardson@stpauls.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 | Mrs Karen Price (Headteacher) | | |
| Contact telephone number | 01524 770241 | Email | head@stpauls.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 | | | |
| Name | Karen Price | Date | July 2014 |

Please return the completed form by email to:
IDSS.SENDReforms@lancashire.gov.uk

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 (e.g.; ancillary aids or assistive technology?)

What the school provides

School Information

- All of the building (and external dining hall) is wheelchair accessible.
- We do have accessible parking facilities.
- Auditory environment – lowered false ceilings in classrooms.
- Visual environment – pale coloured paintwork internal walls so all displays and classroom working walls are easy to see.
- Definite accessible changing and toilet facilities.

Information

- All readily accessible –website/brochure or policies via our bursar.
- Where relevant brochure/policies can readily be presented in large font.
- Other languages –we liaise with the pupil access team and the School transition team to access and present school information in other languages if required.
- Similarly we will meet with parents who are without access to laptops to support them re filling in forms/Secondary School online forms.
- Similarly SENCO/Bursar/Mentors or Head do meet with parents/adults with additional needs.

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 specialism/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

- All children are monitored and tracked throughout the school using the Lancashire Pupil Tracker internal school tracking systems. Teachers use an Initial Concerns form to alert the SENCO. We have links with specialist schools and professionals who if necessary provide assessment, guidance and advice for teachers who express concerns about specific children.
- Each class has a class based teaching assistant who will provide support for children who require extra intervention and support. In addition, some classes have additional teaching assistants to provide daily support for those children with additional special educational needs.
- Children are provided with the resources they require which are tailored specifically to their needs.
- The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, CAMHS, clinical psychology and specialist consultants.
- Weekly staff meetings provide staff with updates on changes and training opportunities in relation to SEN. Any school staff member who requests support is provided with such e.g. recent session delivered to welfare and teaching assistants on dealing with children with an ASD diagnosis.
- All children are assessed for their suitability to sit the SATS tests. The strict guidance laid out by DfE NCA-STA is adhered to. Any child who meets the criteria for additional time, a scribe, a reader or being disapplied is given the correct level of support. Assessment is carried out by the class teacher, assessment co-ordinator and SENCo.
- The provision map indicates a range of interventions, resources and support for children with special educational needs from the foundation stage through to Year 6.

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

- Annual reviews are held when due. Children who are transferring to Key Stage 2 or 3 have a Transitional review. The SENDO is invited to Annual reviews if any changes to the Statement are to be requested. Professionals who contribute to the care of individual statemented pupils are invited to attend or submit advice to annual review meetings.
- The SENCO uses the end of year data to track and measure the progress made by all the children named on the Record of Special Educational Needs. This progress is then shared with staff and reported to the Head teacher, Governors and School Advisor.
- IEPs targets and evaluations are reviewed termly or more regularly if necessary and shared with the parents.
- Teachers' breakdown IEP targets into short term weekly targets and monitor progress. The monitoring and recording sheets contribute to the IEP review and evaluation.

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

- Depending on the type of need the risk assessments are done regularly usually termly or yearly. In most cases the Head teacher does these but for educational visits the class teacher completes the first version. Many H and S are initiated now by our Site Supervisor.
- The relevant teacher or teaching assistant carry out the handover protocol with the parent/carer at the beginning and end of the school day.
- Parking spaces are available for dropping off and collecting pupils.
- We have the correct ratio of adults to pupils for the break and lunchtime periods- additional SEN staff are employed for 1-1 supervision at lunch-time.
- PE/Educational visits –specific Risk Assessments are carried out by the relevant Teacher and Teaching Assistant –these are then checked by the Head teacher.
- Policies on Behaviour and Anti-Bullying are on our website – they are reviewed annually. Paper copies can be provided for families without access to a computer.

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

- Policies are managed/supervised and monitored by the Head teacher.
- Medical forms are held for each child and a list of children with medical conditions are available in individual classes and around school. Care plans are held in the office with copies available in classes. Medical forms have to be signed by parents/carers and the relevant staff administering medicines.
- In most cases, we would/do try to contact the relevant parent/carer first –depending on severity would/could contact ambulance as well as liaising with parent simultaneously.
- High percentage of qualified first aiders who are on site every day – trained every 3 years. For specific conditions, relevant INSET providers are called in to train relevant staff.
- The school nurse and SENCo run regular drop in sessions to allow parents to meet to discuss areas of concern.

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 (e.g. 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

- We provide easy access to the school brochure, website, and policies. Additionally we signpost relevant meetings for a range of different agencies e.g. Sure-Start/speech and language.
- Parents have the opportunity to communicate with key staff and are available to meet with parents/carers if necessary. The SENCo holds weekly drop in sessions for parents/carers of all children to discuss any concerns they have about their child's needs.
- We update parents on progress on a termly basis or more frequently if necessary and a written report is produced annually.

- EYFS Reception parents/carers have a series of induction meetings in the Summer Term prior to their start date in September. Head teacher does give tours of the school for any parents wanting to see the school
- Parents are encouraged to give feedback via accessible meetings with Head /relevant staff plus similarly readily accessible contact numbers for LEA Adviser/Chair of Governors. Official LEA Parent Questionnaires are carried out every year.
- Parents invited to weekly family assemblies for parents – prestige events to show case the excellent performance by pupils throughout the school.
- Weekly school newsletter highlights feedback from parents

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

- The school promotes Pupil Voice through a range of children's groups e.g. School council, Eco committee, school leaders (Head Boy/Girl, House Captains, Sports Captains, Office assistants), Worship committee
- The childrens groups oversee a small budget raised through fundraising
- Childrens groups have noticeboards where they can share events activities and information with others
- Children take part in the Lancashire Pupil attitude questionnaire and the KS2 school council children assist in the outcome evaluation and future actions resulting
- Parents are given opportunity to discuss their child's education at termly parents meetings, parent workshops, questionnaires and an `open door` policy on a daily basis for meetings with staff
- Parents are encouraged to be school Governors through an election process
- Parents receive a weekly newsletter that outlines the many opportunities to get involved in events and activities
- Parent volunteers are encouraged to help with activities in school time in class or extra-curricular
- School works closely with the School nurse service, church volunteer groups, children's social care, Lancashire SEN team and other local support groups such as Stepping stones Short stay school.
- Parents share termly, weekly Individual plans for children with SEN
- The SENCO holds weekly `drop-in` sessions for parents to discuss children's needs
- Home-school agreements are used to support the progress of all children

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

- Class teacher, Headteacher or Bursar are readily available to help parents with paperwork and forms
- The Learning Mentor is available to all families for support with paperwork and access to external services. New parents are introduced to the Learning Mentor on entry to the school in order to support the family in transition
- School website, display board/window at parents pick up point and weekly newsletter give families information and guidance on current issues
- Local events and activities are prominent on the weekly newsletter. The Headteacher and Governors write a monthly article for the local newspaper/flier that is distributed in the community, highlighting school events/news for the community
- Families can access support from school for travel plans through the Learning Mentor

Transition to Secondary School

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

What the school provides

- Support in school to help parents complete on-line forms if necessary is available.
- Also TA or Mentor does/will accompany pupil on initial visits to High School.
- The SENCO liaises with colleague at the receiving high school and a robust transition plan is drawn up which may include additional visits.
- Year 6 undertake a series of transition workshops/lessons centred around `moving on`. These are delivered by class teachers, Headteacher, Learning Mentor
- All local secondary schools offer `taster` days for year 6
- Secondary teachers visit school during summer term to speak with year 6
- Multi-agency meetings are held if a child requires additional transition support. This is arranged to discuss specific issues and actions needed prior to and during transition

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

- Breakfast club runs from 8am to start of school, 8.55am (breakfast provided)
- After school club runs daily from end of school to 5.50pm (light snack provided)
- External coaches run holiday clubs during school closures (varied times and dates, information given to parents each term)
- Sports Reach group offer netball/football coaching during May half term
- Lunchtime activities include:- recorder club, reading club, running club (all activities are open to all children and are free of charge)
- After school activities include:- Friday football (£3 charge, run by external coaches), Sports Clubs (no charge, staff led), Craft club (no charge, staff led), Dodge ball/hockey club (£3 charge, run by Sportz4All coaches), ballroom dancing, drama, ICT, cooking (no charge clubs, staff led)
- All children have the opportunity to learn brass, woodwind, string, keyboard/piano instruments via lessons through the Lancashire Music service (charges apply for all lessons)
- All clubs are available to children in the designated age range assigned to the activity. School endeavours to provide activities for all age ranges
- Provision/support is provided for all clubs if children have additional needs

- Parents are encouraged via staff dialogue and letters, to speak with the Headteacher if financial difficulties arise that may prevent children not attending a club. School make provision to support children who bring a Pupil Premium.
- School use older children to act as `buddies` throughout the day, at playtimes and during class time.
- New children to school are supported by a class buddy during transition/familiarisation with routines
- Worshiptime/assembly planning includes many opportunities for all children to learn how to make friends, treat each other and work together as a family