



SEN and Disability

Local Offer:

Caton St Paul's C of E Primary School

Mainstream, Short Stay Schools, Special Schools
and Academies

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 SENDCo 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	Miss Rebecca Coates 01524 770241 coatesr@stpauls.lancs.sch.uk			

Name of Person/Job Title	Mr Ian Gittins (Headteacher)		
Contact telephone number	01524 770241	Email	head@stpauls.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	https://catonstpauls.com/wp-content/uploads/2023/01/Local-offer-2022.pdf		
Name	Ian Gittins	Date	Jan 2024

Accessibility and Inclusion

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 school business manager. 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 SENDCo/School business manager/Mentors or Head do meet with parents/adults with additional needs.

Teaching and Learning

What the school provides

If a class teacher expresses concern about a pupil's progress, they will inform the SENDCo. The SENDCo will then spend time with the pupil and agree upon the next steps with the class teacher. Parents will be contacted and encouraged to participate in discussions and information gathering.

- 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 SENDCo. 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 SEND. Any school staff member who requests support is provided with such.
- 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 SENDCo.
- 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 the school provides

Class teachers and review and evaluate children's ongoing learning. Teachers review the impact of additional support, record the nature of any interventions and a measure of progress made, this will inform the update of the Pupil Passports with new targets along with evaluations of previous targets. Pupil Passports are shared with parents. In addition to this, children with EHCPs have an annual review.

- 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 pupils with EHCPs are invited to attend or submit advice to annual review meetings.
- The SENDCo 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 Headteacher, Governors and School Advisor.
- Pupil Passport targets and evaluations are reviewed termly or more regularly if necessary and shared with the parents.

- Teachers' breakdown pupil passport targets into short term weekly targets and monitor progress. The monitoring and recording sheets contribute to the IEP (Pupil Passports) review and evaluation.

Keeping Children Safe

What the school provides

- Depending on the type of need the risk assessments are done regularly usually termly or yearly. In most cases the Headteacher does these but for educational visits the class teacher completes the first version. Many H and S are initiated now by our Site Supervisor. Pupils 1:1 needs will be met in school and on visits outside school.
- 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 Headteacher.
- 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. Policy can be found by clicking the following link
<https://catonstpauls.com/wp-content/uploads/2020/11/Behaviour-Policy-Autumn-2020.doc.pdf>

Health (including Emotional Health and Wellbeing)

What the school provides

- Policies are managed/supervised and monitored by the Headteacher.
- 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 SENDCo run regular drop in sessions to allow parents to meet to discuss areas of concern.

Communication with Parents

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 SENDCo holds weekly drop in sessions for parents/carers of all children to discuss any concerns they have about their child's needs.
- Headteacher offers tours of the school for any parents wanting to see the school.
- 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. They are invited to an information evening where parents have the opportunity to talk to the Headteacher, the class teacher, learning support and the SENDCo.
- 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.
- We have a Facebook page to share school information and pupil achievements.
- We communicate with families/carers via ParentPay, parents/careers will be encouraged to set up a ParentPay account where school information is shared along with payment arrangements for school dinners, trips etc. The weekly school newsletter is sent to parents via ParentPay. However, we also print copies off for families that do not have a ParentPay account.

Working Together

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 children's groups oversee a small budget raised through fundraising
- Children's 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 extracurricular.
- School works closely with the School nurse service, church volunteer groups, children`s social care, Lancashire SEND team and other local support groups such as Stepping stones Short stay school.
- Parents share termly, weekly Individual plans for children with SEND.
- The SENDCo 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?

What the school provides

- Class teacher, Headteacher or School business manager are readily available to help parents with paperwork and forms.
- The SENDCo is available to all families for support with paperwork and access to external services involving SEND. New parents are introduced to the SENDCo 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 Headteacher and School business manager.

Transition to Secondary School

What the school provides

- Support in school to help parents complete on-line forms if necessary is available.
- TA or Mentor does/will accompany pupil on initial visits to High School.
- The SENDCo 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 and/or Headteacher.
- 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.
- If a child needs extra visits to support their transition to secondary school, this can be arranged with teacher, SENDCo and TA.

Extra Curricular Activities

What the school provides

- Breakfast club runs from 8am to start of school, 8.45am (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:- gardening club, reading club, eco club, running club (all activities are open to all children and are free of charge).
- After school activities include:- Sports Clubs (no charge, staff led), Craft club (no charge, staff led), Phonics club (no charge, 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. Some Year 6 children act as `Play leaders`.
- 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.

Feedback

What is the feedback mechanism

- Our website is up to date with school information. Which can be found by clicking the link <https://catonstpauls.com/>
- Parents/cares have access to school brochures and weekly newsletters.
- We have a Facebook page to share school information and pupil achievements.
- We communicate with families/carers via ParentPay, parents/careers will be encouraged to set up a ParentPay account where school information is shared along with payment arrangements for school dinners, trips etc. The weekly school newsletter is sent to parents via ParentPay. However, we also print copies off for families that do not have a ParentPay account.
- Feedback can be given via our school post, email or telephone.
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- Letters, emails and phone calls will be dealt with promptly. Any information for a specific member of staff will be passed and they will contact back if needed.