



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St Bernadette's Catholic Primary School

School Number: 01024

Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

Accessibility and Inclusion

What the school provides

School Environment

- All of the building 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.

Provision

We use symbols and picture to support children's access to resources. We have specialised equipment such as height adjustable chairs and supports if required.

Teaching and Learning

What the school provides

- All children are monitored and tracked throughout the school using the Lancashire Pupil Tracker and 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

- 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 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 Head teacher, Governors and School Advisor.
- IEPs targets and evaluations are reviewed termly (or more regularly if necessary) in partnership with the child's parent or guardian.
- 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

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.
- 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)

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.

- 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.

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.
- 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.
- Monthly school newsletter highlights feedback from parents

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), School Chaplains.
- 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 monthly newsletter that outlines the many opportunities to get involved in events and activities – these are also on our ParentApp daily.
- 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 SEND team and other local support groups such as Stepping stones Short stay school.
- Parents share termly, weekly Individual plans for children with SEN

What help and support is available for the family?

What the school provides

- Class teacher, Headteacher or Bursar are readily available to help parents with paperwork and forms
- 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 monthly newsletter.

Transition to Secondary School

What the school provides

- Support in school to help parents complete on-line forms if necessary is available.
- Also TA 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 teacher.
- 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

What the school provides

- Breakfast club runs from 7.45am to start of school, 8.55am (breakfast provided)
- After school club runs daily from end of school to 6pm (light snack provided)

- After school activities include:- Sports Clubs, Art Club, Coding Club, Singing Club.
- 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

Feedback

What is the feedback mechanism?

Parents can speak to the class teacher in person at the beginning of the day on the playground, or after school at collection times. Teachers are also contactable via their class email. If a longer appointment is necessary, this can be arranged in person, by email or by phone call to the office.