



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

School: **St Mary's Catholic Primary School**

School Number: **07018**

2022-2023

School Address	St Mary's Catholic Primary School, Haig Avenue, Leyland, PR25 2QA	Telephone Number	01772 422431
		Website Address	www.st-marys-leyland.lancs.sch.uk
Name and contact details of SENDCO		Miss Moriarty 01772 422431	

Accessibility and Inclusion

What the school provides

- The building has wheelchair access. Modifications have been made to enable wheelchair users to gain access to all areas of the school building. This includes a ramp into the school hall and a stair lift to the key stage 2 department.
- There is a staff car park directly in front of the building allowing direct wheelchair access into the main reception area via an easy opening automatic front entrance.
- There are accessible changing facilities.
- Modified toilets are available for use by wheelchair users.
- Newsletters are sent by email. Reminders and short messages are also sent via Parent Mail, Dojos and text message.
- The furniture is modern and of a suitable height, appropriate to the age of the children being taught in each classroom.
- The school has both laptops and tablets with resources suitable for children with a range of additional needs.
- There are Smart Interactive Whiteboards or CTouch screens installed in each classroom and the teachers use fonts and background colours to decrease 'Visual stress'.
- One member of staff is trained in the use of PECs and another in the use of Makaton.

Teaching and Learning

What the school provides

- Termly Pupil Progress Reviews are held with each class teacher where the progress of each child is discussed and any under/over achievement is identified and an intervention map put in place. In addition to this, half termly interim discussions are held with the class teacher and SLT. These informal meetings enable staff to discuss general progress over the half term as well as identify any additional pupils for whom they have concerns.

- School has an 'SEND Concern Form' which can be completed by any member of the teaching staff as soon as an issue becomes apparent. These are submitted to the SENDCO for further discussion/assessments and any necessary support sought/actioned.
- SEND Action Plans, Individual Education Plans (IEPs) and/or Individual Behaviour Plans (IBPs) are completed for any child who has a specific difficulty or disability. These are shared with parents and formally updated three times a year.
- Early identification is vital and outside agencies help to advise in the provision of intervention strategies. For those children with external agency involvement, this takes the form of a SEND action plan.
- School plans an appropriate programme of intervention and support. The intervention map identifies the children receiving additional support and outlines the intervention programme being delivered. The impact of such intervention is monitored closely by class teachers, the intervention team and the SENDCO through the use of monitoring intervention sheets. In addition to this, the progress of these children is discussed and analysed at the termly pupil progress review meetings.
- If school feels that in house intervention is not enabling the child to make sufficient progress and further assessment/diagnosis is required referrals are made to the School Health Team, Children's Centre, Children's Social Care, Educational Psychologist, Inclusion and Disability Support Service(IDSS), Child And Adolescent Mental Health (CAMHS), Ethnic Minorities Agency(EMA), Speech and Language therapy (SALT) and Occupational Therapy (OT) as appropriate.
- Any specialist support i.e. training needs, medical advice, specialist equipment, educational psychologist assessments is either provided by or bought in from a range of external agencies.
- School buys in support from specialist teachers in order to provide advice and strategies to support staff and children with additional needs. Over the last 12 months this has included regular specialist teacher support for children with hearing impairments and speech and language difficulties.
- The school also buys in regular support from an Educational Psychologist (EP). The EP works closely with the SENDCO and visits the school for 1 full day each half term. The EP completes EP assessments, EP Action Plans and provides specialist advice and support to both staff and parents.
- Some staff have been trained to support pupils with Autistic Spectrum Disorder(ASD). One teacher is trained in the use of PECS (Picture Exchange Communication System) and another in Makaton (signs and symbols for communication and speech support).
- All support staff are trained in the use of IDL, a computer based package, which supports children with reading and spelling difficulties. This programme of intervention is used across the school.
- All support staff are trained in precision teaching and this is an approach used across the school.
- Several staff have received training in the use of intervention strategies e.g. Quest, Hi 5, ELS, Springboard, clicker7, Meemo, SOS spellings, Accelerated

reading and writing, Better Reading Programme, Lego Therapy, Speech and Language, Fine and Gross motor skills and Memory Techniques, Launch the Lifeboat etc.

- The SENDCO and the intervention team can screen children for visual stress and provide resources. All staff are aware of the signs and the symptoms of visual stress and refer to SENDCO.
- School has a Learning Mentor and a Family Support Worker.
- When sitting examinations children with additional needs can have time for breaks, be granted additional time, be allowed a reader and/or sit in a small room to aid concentration.

Reviewing and Evaluating Outcomes

What the school provides

Annual Reviews are attended and contributed to by the children, parents/carers, class teachers, teaching assistants and any outside agencies. Parental contributions are valued and recorded and copies of all relevant paperwork concerning their child are shared accordingly.

SEND Action plans/IEPs/IBPs are formally reviewed and new ones written three times per year, copies of which are sent to parents. A parent reply slip is incorporated into the IEP enabling parent feedback.

The school operates an open door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school. An intervention provision map provides an overview of provision for pupils with SEND.

Weekly intervention monitoring sheets ensure that all intervention is closely monitored and evaluated.

The progress of each child is discussed at termly Pupil Progress Meetings and under/over achievement is identified and an intervention programme put in place.

Additional provision is monitored, assessed and evaluated in a number of ways:

- Interventions are regularly observed.
- Scrutiny of work.
- Pupil interviews.
- SEND Monitoring forms.
- Pupil Progress meetings and discussions.

Following evaluation any necessary amendments are made to future provision and any additional or alternative provision is put in place.

Keeping Children Safe

What the school provides

The Head Teacher and/or Site Supervisor carries out Risk Assessments where necessary. If special events are arranged which require risk assessments, these are completed by the class teacher and/or the Educational Visits Coordinator.

Our office staff are available from 8.30am to take messages etc. from parents/carers to pass onto the relevant staff. In certain circumstances, children can be brought into school via the main entrance and/or collected from there by arrangement with the Head Teacher. If required, a handover is carried out by the Teaching Assistant or class teacher to the appropriate parent/carer. Under exceptional circumstances and by arrangements with the school, parents can drive onto the staff car park to drop off/pick up.

Break times are supervised by teaching and support staff.

Lunchtimes are supervised by lunchtime support staff, the Learning Mentor and Family Support Worker. Whilst children are in the dinner hall there are lunchtime support staff to supervise those who are having lunch, with the other remaining staff supervising outdoors. Additional welfare staff are employed to support children with EHC plans/ additional needs as required.

Support is available in every class but some classes have additional support as required.

When a class is undertaking a school trip/educational visit, a full risk assessment is completed using the Evolve system via Lancashire County Council. The child to adult ratio is always within legal guidelines.

Parents can obtain the Behaviour and the Anti-Bullying Policies from the school website or the school office on request.

School holds regular E-safety information sessions which advises the children about safe internet use. Parents are invited to attend a curriculum meeting during early Autumn term where they are made aware of the work that is done on E-safety in school and directed to information that is on the school website. The school computer system has blocking filters in place within the network and server. Staff are vigilant when children are using ICT equipment to ensure appropriate use.

Staff are up to date with Safeguarding and Child Protection training. Statutory training requirements are complied with.

Health (including Emotional Health and Wellbeing)

What the school provides

When necessary, members of staff will administer medication including prescription medicines WHEN parents have completed the 'Medicine Log' which includes details of the medication, dose and frequency AND parents have signed to authorise school to administer. Any medicines in school are kept in the school office or in the staffroom fridge. Key members of staff are responsible for administering medication and must complete a medication log each time any medication is administered.

Education Health Care plans are passed on to relevant staff and a master kept in the SEND file and/or electronically for each child. These are kept in a locked cupboard which can only be accessed by the Head Teacher, Deputy Head Teacher and the SENDCO team. The school uses an online platform called CPOMS. This allows all records and documentation to be stored securely online.

The School Nursing team are responsible for drawing up Health Care plans and updating them on an annual basis. These are shared with the relevant staff and any training/updates that are deemed necessary are provided by the Nursing team. Several staff have been trained in the use of an EpiPen and two members of staff have received epilepsy training.

Several staff are trained in Paediatric First Aid and this training is kept up to date. There is a list of qualified First Aiders in each department. Should there be a medical emergency a trained member of staff would assess the situation and make any necessary telephone calls i.e. 999. During lunchtimes there is a specified member of staff who is responsible for administering first aid and recording the details in the Accident log.

School provides counselling support which is accessed by children as required.

Communication with Parents

What the school provides

At the end of each academic year the children spend at least one half day in the class they are going to be moving on to. The parents are invited to come to a meeting with the child's new teacher and the other key staff within the department at the start of the Autumn term.

School operates an 'Open door' policy and parents are welcome to come into school to discuss any worries or concerns. Teachers are in the classrooms from 8:40am to welcome the children into school and where possible the teacher will meet with parents without the need for a prior appointment. In certain circumstances the teacher may need to arrange an alternative convenient time. The EYFS and KS1 teachers dismiss the children to their parents/carers at the end of the school day or keep them in class until they are collected by a member of staff from our school run after school club. When the children are in Lower Key stage 2 parents are given the option to collect the children from the classroom or with parental permission they can leave the classroom independently. In upper key stage 2, the children leave the classroom independently.

Parents are formally offered feedback regarding their child's progress at least three times each academic year, twice at Parents' Consultations (Autumn and Spring term) and once as a written end of year report (Summer term).

The school operates a Class Dojo system for communicating with parents.

If parents wish to speak with their child's class teacher at other times during the year, appointments can be made via the office or directly with the teacher.

There is an opportunity each year for parents to attend a Stay and Pray session and the EYFS department also hold Stay and Play sessions.

Parents are able to give feedback to the school:

- On the end of year report reply slip.
- Attending the school office.
- On the annual parental survey.
- Through the school website via the online enquiry facility
- Via Parent View on the Ofsted Website.
- On IEP/IBP feedback form.
- Through the Class Dojo system.

Working Together

What the school provides

Pupils are regularly involved in their learning. They are involved in setting their own targets and children who have an EHCP contribute to annual reviews. Key Person time, Circle time, PSHE lessons are a regular feature in a teaching week, where the children are encouraged to voice their concerns/issues. Each child has a key person who they can speak to as often as they would like.

Parental questionnaires are conducted and the results analysed by the Senior Leadership team and the Governing Board.

At St. Mary's parents are encouraged to get involved in the life of the school. Parents are regularly invited to help in class. For example, listening to readers, supporting with trips etc.

In addition to the open sessions the school also holds numerous events during the year that parents are invited to attend. These include:

- Masses.
- Productions.
- Sports Days.
- Competitions.
- Fundraisers.

If a parent vacancy becomes available on the Governing Board, the vacancy is advertised to the parents on the school newsletter and elections are held.

The Governing Board has a SEND governor that visits school and regularly holds discussions with the SENDCO and Head Teacher.

Home school liaison is highly valued and strongly encouraged. We recognise the importance of the relationship between school and the children's primary carers. Teachers use a range of systems to ensure open and effective communication with parents/carers. If necessary, this could include a home school/diary.

What help and support is available for the family?

What the school provides

The class teacher, Family Support Worker, Learning Mentor, SENDCO, Deputy Head Teacher or Head Teacher can offer help with completing forms.

The school operates an open door policy and parents can come into school for any advice or to discuss any worries or concerns. Teachers are in the classrooms from 8:40am to welcome the children into school and where possible the teacher will meet with parents without the need for a prior appointment. In certain circumstances the teacher may need to arrange a mutually convenient time.

School has links with several outside agencies including:

- Educational Psychologists.
- Specialist teachers.
- Children's Centre.
- School Nursing team.
- CAMHs
- Domestic Abuse services
- Financial advice services.
- Behaviour Specialist.
- Speech and Language Therapist.
- Occupational Therapist.

If parents have any concerns, they can discuss these with the Head Teacher, Deputy Head Teacher, SENDCO, Learning Mentor or Family Support Worker.

If a parent required a Travel plan to get their child to and from the school this would be dealt with by the Family Support Worker, SENDCO or Head Teacher who would seek advice from LCC.

Transition to Secondary School

What the school provides

The school works closely with local high schools to ensure that the transition from year 6 to secondary school is as smooth as possible. Year 6 teachers, the Pastoral team and the SENDCO meet with the high school to discuss the children. The children attend the high school for a visit day in the Summer term.

If a child has additional needs and/or anxiety about their move to high school, more visits are organised and a member of staff from this school can accompany the child. In

addition to this, transition meetings between school staff, parents, external agencies and pupils (where appropriate) can be arranged.

Extra Curricular Activities

What the school provides

The school has its own Breakfast and After School club. The club is situated within the school premises. The facilities include a breakfast club which is open from 7.30am every morning and an after school club which is open until 5.30pm.

The school offers a wealth of extra-curricular activities. In the last twelve months, these include:

- Football
- Gymnastics
- Cheerleading
- Zumba
- Wednesday Word
- Choir
- Rugby club
- Multi-skills club
- Phonics club

Many of these are free of charge and some are provided by external agencies which have a small fee attached. Parents can be offered assistance if the cost is prohibitive.

School does offer holiday clubs in conjunction with the local Children's Centre this service is accessed via the Family Support Worker.

Feedback

What is the feedback mechanism

Feedback can be given via:

- Class Dojo.
- Questionnaires.
- Parent consultations.
- IEP/IBP reply slips.
- Report reply slips.
- School website.
- Telephone.
- Email.

Once received this will be passed onto the appropriate member of staff who will respond as soon as possible.

Reviewed: September 2022

Reviewed by: Mary Moriarty

Next review date: September 2023