



**SEN and Disability Local Offer:**

**St Saviour's Community Primary School**

**School Number: 14008**

Name of Person / Job Title:		Mrs Deanne Marsh Headteacher & SENco	
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## Accessibility and Inclusion

### What the school provides

- **How accessible is the school environment?**

The school was built in 1999 as a single storey building and is therefore fully wheelchair accessible. All doorways and entrances have either a single level access point or ramp and are wide enough to accommodate access via a wheelchair.

Parking for parents is primarily on the Lane End Road, however, there is a dedicated disabled parking space in the car park. The pathways in to the school from the main road either lead direct in to the school playground or have a dropped kerb at suitable crossing points.

In school there is a disabled toilet (accessible for wheelchairs) which is fitted with a hydraulic bed changing station (inspected annually by Lancashire County Council).

All classrooms have low ceilings and lighting which is conducive to supporting children with specific auditory or visual needs.

- **How accessible is your information?**

Information regarding school, including newsletters, policies and procedures can be accessed via the school website ([www.bacupstsaivoursprimary.co.uk](http://www.bacupstsaivoursprimary.co.uk)) or requested from the school office. Requests can also be made to the school office, for example, for information to be provided in different size font or in other languages. In these instances, staff will do their utmost to meet these requirements. A parent notice board in the main entrance and also on entry to our playground provides information about the school and events within the local community. In addition to which, there is information on the boards which signposts to other sources of information / guidance / support.

For families with additional needs, a range of support is available in order to access information, for example, arrangements can be put in place for sign language interpreters, a named member of staff can discuss key information of a letter / policy directly with a family or provide support in completing forms.

- **How accessible is the provision?**

The school aims to meet the specific needs of any children whose parents wish them to attend and makes appropriate arrangements for them. We have a skilled team of learning support staff who have either trained or would be trained to meet a range of additional needs, such as the use of Makaton signing. Specialist advice is sought to ensure accessibility of provision for children with specific needs such as auditory or visual impairment and resources are put in place for them.

The furniture in school is modern and of a height appropriate to the age group of children using it.

- **Do you have specialised equipment?**

The school, according to need, purchases any specialised equipment beyond that provided by occupational therapy. We have a range of computing technology available such as headphones, laptops, computers and iPads. Each classroom is fitted with an interactive whiteboard.

## Teaching and Learning

### What the school provides

- **What arrangements do you have to identify and assess children with SEND?**

Early identification is vital and outside agencies can often help advise us on the provision of intervention strategies.

The school liaises closely with feeder pre-school providers to establish which children have been identified as having specific needs. The school SENCo (Headteacher) attends any TAF meetings prior to a child's entry into Reception. The EYFS team visit all the children allocated places at school during the summer term prior to enrolment. These visits are primarily to children's pre-school provision or may be to the family home should a family specifically request this. The purpose of these visits is to meet the children in a surrounding which is familiar to them and gather more information about each child e.g. from their key worker, through observing them in their familiar setting.

When children join our school during Key Stage 1 or 2, the child's previous school is contacted for further information.

Children's progress is reported half termly onto the internal school tracking system and analysis of this is used to inform provision mapping to ensure each child's needs are met across the whole school. If children require specialised assessments, such as speech and language, the school accesses these through a referral to the Referral and Appointment Booking Centre. In addition to which, additional services can be accessed through the LA SEND Traded Service Team.

- **What additional support can be provided in the classroom?**

The school employs a number of learning support assistants. Where children have identified needs such as speech and language, hearing or visual impairments or physical needs, training is given relevant to members of staff to enable them to meet the children's needs.

- **What provision do you offer to facilitate access to the curriculum and to develop independent learning?**

Teacher's planning is differentiated to meet the needs of all children. Children who have identified additional needs may undertake specific programmes to enable access to the curriculum, or may be supported in class by allocated Learning Support Assistants. At times, some children receive additional support from external agencies bought in by the school e.g. hearing impairment support teacher. Our prime purpose in providing additional support is for all children to become as independent learners as they can be and we are very sensitive towards achieving just the right balance of supported and unsupported learning for each child. Strategies for achieving this are discussed at half termly meetings, review meetings and TAF meetings.

The school offers 'Drawing and Talking Therapy' to further support children with social and emotional needs.

- What SEN and disability awareness training is available to all staff?**  
 Training is provided on a needs led basis. The school SENCo provides advice and guidance to class teachers on supporting children with learning difficulties, or seeks professional advice which is shared with all staff who are supporting particular children. CPD needs are established through Teacher Appraisal and Learning Support Assistant Appraisal and would include training needs relating to children with SEN and / or disability as appropriate.
- What staff specialisms / expertise in SEN and disability do you have?**  
 Our learning support assistant team have undertaken a range of training including speech and language, Makaton signing, fine motor development and therapy based support for identified children.
- What ongoing support and development is in place for staff supporting children and young people with SEN?**  
 For staff supporting children with speech and language needs, hearing or visual impairments or physical needs, professionals visit the school on a regular basis to review the progress and needs of the children and provide advice and guidance to school staff. In some instances, specialist support is bought in by the school to support staff with strategies for meeting the needs of children with high level needs.
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?**  
 Access arrangements in accordance with the Assessment and Reporting Arrangements (ARA guidance) are sought for children with specific needs e.g. additional time, having a reader or a prompt, the use of an amanuensis. Each child's needs are considered individually.
- 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?**  
 All children's needs are considered at half termly provision mapping meetings. Provision mapping shows a wide range of support for children with a variety of academic and non-academic needs, including social and emotional.

## Reviewing and Evaluating Outcomes

### What the school provides

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?**  
 Parents are invited to attend annual reviews for children with an Education, Health and Care Plan to which relevant personnel are invited – e.g educational psychologist, health care professionals. Professionals visit school at appropriate intervals to review the progress of children with identified needs. During these visits, the professional may observe the child, undertake assessments, speak to the class teacher and any other adults supporting the child. Written feedback regarding the outcome of these visits is received by the school and shared with parents as appropriate.
- What arrangements are in place for children with other SEN support needs?**  
 Every half term, each child's progress is formally reviewed by the Senior Leadership Team (incl. SENCo) and support needs are reviewed / identified. From which, the Senior Leadership Team works with class teachers and learning support assistants to ensure that support is targeted to meet all children's needs.

- **How do you assess and evaluate the effectiveness of the provision you make for children with SEN and Disability?**

The effectiveness of support is evaluated at review meetings with specialists, for example the educational psychologist or speech and language therapist. The progress of every child is evaluated half termly. The school SENCo also evaluates the effectiveness of support or specific programmes that have been put in to place for children. The progress of all children with SEN is monitored annually using PIVATs or KLIPs as a measure.

## Keeping Children Safe

### What the school provides

- **How and when will risk assessments be done? Who will carry out risk assessments?**

Teachers and / or the Headteacher carry out all necessary health and safety risk assessments relating to the school building and activities in liaison with the site supervisor and governors as necessary, with further professional advice being sought where risk assessments relate to specific needs e.g. lifting and handling.

Risk assessments for educational visits are completed by the visit leader and take account of any specific needs. These are authorised by the EVC, Headteacher and governing body as appropriate.

- **What handover arrangements will be made at the start and end of the school day?**

Where specific handover arrangements need to be made, these will be organised and adhered to according to the needs of the child and the request of the parents / carers.

- **Do you have parking areas for pick up and drop off?**

There is a designated disabled parking space in the school car park.

- **What arrangements will be made to supervise a child during breaks and lunchtimes?**

For children who have specific needs, a member of staff will be allocated to them to ensure their health and safety during lunchtimes and playtimes. Staff are made aware of which children have specific needs and what these needs are to ensure that adequate supervision is in place.

- **How do you make sure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)**

Relevant risk assessments and policies are put in place with all relevant staff informed of children's specific needs as appropriate.

- **Where can parents find details of policies on Anti-bullying?**

These can be accessed via the school website [www.bacupstsaivoursprimary.co.uk](http://www.bacupstsaivoursprimary.co.uk) or the school office (01706) 877900.

## Health (including Emotional Health and Wellbeing)

### What the school provides

- **How do you manage safe keeping and administration of medication?**

Our school has an Administration of Medicines Policy that is strictly adhered to. Prescribed medication which needs to be administered to a pupil during the school day is clearly labelled with the child's name and kept in the locked medicine cabinet or locked fridge in the school office. A form is completed by parents detailing administration requirements and giving permission for the medication to be administered. Inhalers and Epi-pens are kept in classrooms for ease of access when required. Inhalers are labelled and children are supervised when using them.

- **How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?**

Care plans are completed with parents and the relevant health professionals. All staff are informed of the care plan and issued with a copy. All care plans are reviewed annually or more frequently if there is a change in circumstances.

- **Which health or therapy services can children access on school premises?**

Services are bought in by school according to need.

## Communication with Parents

### What the school provides

- **How do you ensure parents know “who’s who’ and who they can contact if they have concerns about their child / young person?**

Our school website contains details of all staff currently employed by the school and the school prospectus also provides this information. The office staff are aware of staff responsibilities and will direct parents to the member of staff that they need to contact or speak to.

- **How do parents communicate with key staff (e.g. do they have to make an appointment with staff or do you have an Open Door policy)?**

Our school operates an ‘Open Door’ policy – class teachers are available on the school yard before the start of the day and children are collected from their external classroom door from class based staff at the end of the day. This provides an opportunity for open communication on a daily, informal basis. In addition to which, parents / carers can also make an appointment to meet with a particular member of staff via the school office.

- **How do you keep parents updated with their child’s progress?**

Formal parent’s meetings are held twice a year (autumn and late spring / early summer term). These provide opportunities for parents / carers to discuss the progress of their child, with information about current targets also shared, including how family can best support achievement of the targets set. At the end of the summer term, an annual report is sent home to parents / carers.

Annual review meetings are held for all children who have an Education, Health and Care Plan (EHCP).

If teachers are concerned about the progress of particular children they may contact the parents / carers to make an appointment to discuss these concerns.

## Working Together

### What the school provides

- **What opportunities do you offer for children to have their say?**

We have a proactive School Council (peer elected representatives from each year group from Y1 – Y6) which meet alternate weeks. In addition to which, each class has a Class Council meeting (alternate week to the School Council meeting) in which all the children in the class partake – information (ideas, views, opinions) is shared between the two councils as necessary by the representatives. A ‘St. Saviour’s Suggestion Box’ is located in the school library in which children can pop a note in for the School Council.

We also have a ‘School Sports Organising Crew’ who are responsible for gathering views about sports in school and feed back to those responsible for the organisation of sport.

Pupil questionnaires are completed annually – the results are collated and used to inform school development.

Each classroom has a Thought Eater and the school library has a ‘Tell Me Box’. These are to hand for children to write a note about something that, for example, they may be really excited about or alternatively something that they may be really worried

or anxious about. On the note, the children are able to identify which adult in school they would most like to discuss the note with. Staff, on a regular basis, check and pass the notes on to the identified staff to action.

- **What opportunities are there for parents to have their say about their child's education?**

Staff are available to talk to parents informally on a daily basis – formal meetings can be arranged at parents request. There are two parent evenings during each academic year. For children with an IPP or EHCP, there are additional opportunities for parents to have their say with the review meetings.

A parental questionnaire is undertaken during every autumn term. A more informal method of gathering parental views is undertaken during late spring / early summer term. The information from these are collated and used to inform school development.

- **What opportunities are there for parents to get involved in the life of the school or become school governors?**

All parents are actively sought to contribute to the school's success and we welcome parent volunteers. These are co-ordinated by the Senior Leadership Team. In addition to which, the school has a proactive PTFA.

The Governing Body currently has its full compliment of parent governors – all parents are informed when a vacancy arises and are invited to nominate, in line with the local authority procedures for addressing governor vacancies.

- **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)?**

The school works with a wide range of external agencies including health professionals, Children's Social Care and other family support agencies. The governors receive termly reports about SEND in school. From which, the governors are able to offer challenge and support to ensure the best provision for all. The named governor for SEND is Mrs Selway who has an educational background within SEND.

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

### **What the school provides**

- **Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?**

The office staff, class teacher or members of the Senior Leadership Team are available to support parents / carers with completing forms and paperwork.

- **What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?**

Parents are regularly informed of children's progress by the class teacher. Further information can be accessed via the class teacher, SENCo, school office or school website. If a parent has a concern about their child, the SENCo may provide information, advice or guidance. In addition to which, the SENCo may signpost to appropriate external support services or advise about how to access support beyond that offered within school.

Following annual and interim reviews parents are formally informed of outcomes and recommendations.



- **How does the school help parents with travel plans to get their child to school?**  
If a pupil required a travel plan to get to and from school, the Senior Leadership Team would deal with this as appropriate.

## Transition to Secondary School

### What the school provides

- **What support does the school offer around transition?**

Each year, pupils visit their allocated secondary school for at least one full taster day that is organised by the receiving high school. In addition to which, children may undertake additional visits to their new school during the summer term in preparation for the transition as needed. This is organised through liaison with the secondary school and may involve a member of staff accompanying the child on a visit.

As a school, we liaise as necessary with the receiving high schools to ensure that they have all the information necessary to be able to meet the needs of any children with SEND from their first day in Year 7. We encourage teachers from these schools to visit the children and also talk to our staff in order to find out more information about the children in preparation for the September.

Prior to this, in the September of a child moving into Y6, the SENCo (Headteacher) can arrange visits to local high schools as appropriate to support families in finding out more about what is on offer and therefore help begin the decision making process.

## Extra Curricular Activities

### What the school provides

- **Do you offer school holiday and / or before an dafter school childcare? If yes, please give details.**

St. Saviour's CPS operates a daily Breakfast Club which is available to all children who require this facility. Likewise, an After School Club is also available everyday. Both facilities are operated directly by the school.

- **What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?**

The school offers a range of lunchtime and after school activities, primarily sport, reading and music based. Clubs, which are provided by an external coach, are heavily subsidised through the Sport Funding Grant and offered at minimal cost to parents. For those which are run directly by members of staff, there may be a minimal charge to cover the cost of resources.

- **How do you make sure clubs and activities are inclusive?**

All clubs and activities are open to all pupils within the designated age range - EYFS/ KS1 and KS2. Appropriate risk assessments would be completed as needed to ensure that they are accessible to all children and if necessary, additional staff would be provided to enable all children to take part.

- **How do you help children to make friends?**

Our PSHE curriculum includes units focusing on getting along with each other and celebrating difference. In addition to which, assemblies also focus on this theme at varying points throughout the year.

Y6 children are 'Buddies' for our Reception children and initially help the children get to know our school when they first start. After which, they support their 'buddy' through a range of events during the academic year. In addition to which, our Y6 children are 'Play Leader' trained and undertake this role on a rota basis – every lunchtime, a group of play leaders organise games on the playground which are open to all children to choose to participate in, working to ensure a good lunchtime is had by all.

All staff are vigilant in observing children's relationships with each other, and will refer concerns to the Senior Leadership Team. If children are struggling to make or maintain friendships then members of the learning support team will work with them, using a variety of strategies and techniques.

## **Feedback**

### **What is the feedback mechanism**

- Parents are invited to raise concerns or give feedback, for example, at parents evenings, through our parent comment box (located in the main entrance) or through our parent forum. In addition to which, families are invited to complete an annual parental questionnaire. Parents / carers can speak to a member of staff at any point when an issue has arisen.