



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St Wilfrid's RC Primary School**

School Number: **06069**

Last updated: **May 2021**

School/Academy Name and Address	St Wilfrid's RC Primary School,	Telephone Number	01772 782394
	Longridge, PR3 3WQ	Website Address	www.stwilfridsrcprimary.co.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No		
What age range of pupils does the school cater for?	5 – 11 years		
Name of your school's SENCO	Miss Zoe Batty		
Job Title	Special Educational Needs Co-ordinator		
Contact telephone number	01772 782394	Email	zbatty@longridge-st-wilfrids.lancs.sch.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 (eg; ancillary aids or assistive

technology?)

What the school provides

- **The school building is fully wheelchair accessible, with all rooms at ground level, ramps and wide doorways to the front and rear of the building. All corridors are wide and free from unnecessary furniture to provide clear access around the building. There is one designated parking spaces close to the front entrance which is clearly marked for disabled use. There is a disabled toilet and shower room in the school building. There are no additional enhancements to the auditory environment.**
- **Information, including statutory and additional information, is all available on our school website. There are display boards in parent friendly areas around the school. Some information is available in additional languages and school will always translate information upon request. We use a texting service to provide additional information to parents.**
- **Resources for children are labelled with pictures and words where appropriate. Resources are stored so that they are easily accessible for pupils. Furniture is at an appropriate height for pupils throughout school.**
- **There is no specialised equipment in school.**

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 specialisms/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

- **Identification of pupils with SEND comes from a variety of sources including: teacher observations and assessments, parental concerns and information, observations by professionals such as Educational Psychologists (EP's) and information from other agencies, such as health visitors or previous schools and nurseries. Assessments for children with SEND follow the same principles as assessments for all**

pupils, with regular opportunities for teachers to observe and feedback on pupils' progress and attainment through standardised tests, diagnostic assessments and observation of learning and work. In addition, all pupils with identified SEND needs have a SSP (SEN Support Plan), with SMART targets. Weekly monitoring sheets are completed by the teacher or teaching assistant who supports the child and this information informs any assessments of the child.

- Each term, we carry out pupil progress meetings where any unmet or ongoing needs are identified and actions agreed. Following this, teaching assistants with specific skills are deployed across the school to support specific needs, for example pupils with fine motor skills difficulties, or children who require additional speech and language support. In addition to this, each class teacher works in a team with at least one full-time TA to meet the needs of all pupils, including those with SEND within that class. We buy in additional and regular EP support. Part of the role of our EP is to support individual pupils and offer strategies to teachers and teaching assistants working with pupils with additional needs.
- All staff training and development is focused around meeting the needs of our pupils. Regular training is undertaken and monitoring of the provision or intervention is also rigorous to ensure that staff are confident and competent to support pupils with additional needs as identified.
- Full consideration is given to the support which will be available for all pupils during SATs and other tests. Schools are given full guidance from the DfE regarding the type of support available and we ensure that we utilise the full range of strategies open to us including for example use of scribe and concentration breaks.

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

- **All pupils with Education and Health Care Plans (EHCs) are entitled to regular reviews. There is a clear procedure in place from Lancashire County Council, which school adheres to.**
- **Children with SEND and other needs have a SSP or a Pastoral Plan. This is tracked weekly by the class teacher and teaching assistant, monitored regularly by the SENCo and reviewed termly. It is shared and shared with parents at termly parents evening. Parents are invited to contribute to the target-setting process, and where pupils can share the views then they are also included.**
- **All provisions are specific, measurable and time-limited. Each intervention is monitored termly. The Headteacher and SENCo monitors the quality of the provisions and tracks the progress of pupils receiving the provision to ensure it provides an effective and timely intervention for the pupil.**

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

- **The school has a range of standard risk assessments, based on the Lancashire models. However, more complex risk assessments are completed involving specialists where appropriate, for example Golden Hill Pupil Referral Unit, Local Authority Safeguarding Team and IDSS (Inclusion and Disability Service) are sources of support when completing specific and tailored risk assessments based on a particular child's needs.**
- **Where it has been identified that a child requires a specific routine for**

handover then this is discussed, agreed and documented. For example, arrangements can be made for a named TA or key worker to be available at the start and end of the day to hand a child over or receive a child from their carer. This can enable important information to be communicated and allow a child to be able to settle into the school day.

- There are no specific parking areas available at the school for parents. However, there is one disabled car park space on the school premises.
- All statutory policies, including our Anti-Bullying policy, are available on our website.

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

- **Only named staff are available to administer medication in line with our school policy. Any medicines which are administered are documented according to that policy. Where pupils have more complex needs, we work with the School Nursing Team to ensure that named members of staff are trained, for example to support a child with diabetes.**
- **All care plans are drawn up in close consultation with the School Nursing Team. Each school has a named School Nurse. More complex needs are supported by relevant hospital staff.**
- **The school has a high ratio of trained first aiders, including paediatric First Aiders. Schools acts in 'loco parentis' and will call an ambulance if a trained first aider believes this is the best course of action. Throughout this process, school will attempt to make swift contact with a parent or named emergency contact.**

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 (eg 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

- **A list of staff is included on our website. Parents of pupils new to the school are introduced to their child’s class teacher, the Headteacher and other relevant staff.**
- **School has an open door policy, and parents are encouraged to speak to their child’s class teacher in the first instance. However, the Headteacher is always available to discuss sensitive or confidential matters.**
- **We use a range of opportunities to communicate with parents about their child. These systems are always agreed with the parent and can include daily home-school diaries, weekly telephone conversations or texts/emails and/or regular meetings. These systems are in addition to our normal parents’ evenings.**
- **Parents can give feedback verbally or in writing. At Parents Evenings, parents are offered the opportunity to give feedback. There is also an opportunity on their child’s end of year report.**
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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

- **Each pupil in school is represented by their class pupil council members.**
- **The school is fortunate to have a range of parent volunteers, an active PTFA and a full governing body. Any parental vacancies are advertised in our weekly newsletter.**
- **Our Governing Body, through a named SEN Governor ensure they**

monitor the provision for our pupils with SEND. Our named SEN Governor is Mrs S Gornall.

- Our home/school agreements fully comply with government guidance and are signed by all families and their pupils, including those with SEND.

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

- **We can help our parents complete forms and paperwork. Parents simply have to request this. Where a family is being supported through regular review meetings, this is often identified as an action and therefore the school will support.**
- **School works very closely with local agencies and services such as Speech Therapy and the School Nursing Team. School signposts services through our notice boards and newsletters.**

Transition to Secondary School

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

What the school provides

- **Our school is part of the Longridge cluster of schools and as such, we regularly attend events and activities hosted by Longridge High School and St Cecilia's which are designed to support pupil transition.**
- **In addition to this, parents of pupils with SEND who are moving to other high schools will be offered a transition meeting at school where we will invite the relevant high school to attend, as well as other professionals who may be able to contribute to a smooth transition such as our EP or School Nurse. At this meeting, any enhanced transition arrangements will be agreed.**
- **All pupils leaving primary school for high school are also able to visit their high school and our teachers hold transition meetings with staff from the high school during the summer term. Relevant information is shared at this meeting. Records are transferred at the beginning of the Autumn term.**

- **If a pupil has an EHC, then the high school will be invited to attend the annual review meeting prior to the child leaving primary school.**

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

- **School provides a Breakfast Club from 7.45am. After school care is available until 5.45pm. There is a fee for these services.**
- **A range of after school clubs is offered each half term. All pupils are invited to attend. Many clubs are run by staff and these are free of charge. Where external providers run clubs there will be a charge to parents, however school never makes a profit from running any extra-curricular clubs or activities.**
- **School clubs and activities are inclusive as they are offered to all pupils.**
- **Staff at the clubs ensure the clubs are ran in a friendly way and all children participate enabling all children to make friends.**