



## SEN and Disability

### Local Offer: Primary Settings

Name of School: **St Marys Catholic  
Primary School, a Voluntary Academy**

School Number: **8883769**

Where can I find information about the authority's Local Offer?

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

School/Academy Name and Address	St Marys Catholic Primary, A voluntary Academy Tong Lane Bacup OL13 9LJ		Telephone Number	01706 873123
			Website Address	<i>www.stmarysbacup.org</i>
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	Nursery ages 3-4 Primary ages 4-11			
Name and contact details of your school's SENCO	Miss Sally Berry sberry@stmarys.romerocat.com 01706 873123			

Name of Person/Job Title	Mrs Kim Rawlinson School Bursar		
Contact telephone number	01706 873123	Email	sbm@stmarys.romerocat.com

Please give the URL for the direct link to your school's Local Offer	<i>www.stmarysbacup.org</i>		
Name	St Mary's Catholic Primary	Date	7.9.22

	<b>school, a Voluntary Academy</b>		
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**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

### Accessibility and Inclusion

#### What the school provides

The school was built in the 1960's and is on a number of levels.  
 Ground floor level is wheelchair accessible. There is a lift down into the main hall.  
 Disabled parking is available at the front of the school.  
 There will be a disabled toilet in the main foyer which is wheelchair accessible. Information for parents is available on the school website and through regular newsletters, text messages and display boards in the main foyer.  
 Furniture is modern and suited to particular age groups.  
 Use is made of visual timetables and pictures/symbols are used to label resources.  
 We have a range of ICT programs in school suitable for pupils with SEN.  
 Interactive white boards are installed in all classrooms.  
 I-pads are used to support learners throughout the school.  
 We have a reflection room space to help children to calm down when they are dysregulated  
 Writing frames are used for children that have received specialist advice.

### Teaching and Learning

#### What the school provides

Early identification of SEND is vital & outside agencies can help and advise on the provision of intervention strategies. The schools SENCO is the Assistant Headteacher and supports all class teachers in identifying pupils with SEND. The majority of pupils with SEND are identified in Nursery. The SENCO and class teacher meets with parents at the earliest opportunity to alert them to any initial concerns. Pupils are then monitored using the assessment systems in the school and short term targets are put into place. Quality first teaching ensures that programmes of work are developed to best meet the needs of each individual pupil.

There is a TA based in every classroom to support pupils at the direction of the class teacher. TA's and Teachers deliver interventions for their class.

If necessary the SENCO will involve outside agencies such as health visitors, speech therapists Educational Psychologist's, Inclusion and disability Support Services (IDSS) Aspire (pupil referral unit) Tor View Special School or the local Children's Centre.

In the case of pupils with HI & VI specialist teacher support will be accessed. For pupils with medical needs, a health care plan will be put into place with advice from relevant practitioners, for example, the school nurse, diabetic nurse etc.

All staff have been trained in paediatric first aid and Epipen training. This is updated as necessary.

Four members of staff have been trained in EYFS speech and language development.

The SENCO has the National Award for SEN.

2 TA's have been trained to deliver the accelerread/accelerwrite intervention programme for pupils who have difficulties with reading and spelling.

Three TA's have been trained to carry out Maths interventions.

Two TA has been trained in Lego therapy and social stories

All TAs are precision teach trained

All staff are trained in supporting children with ASD

2 TAs have been trained as a Thrive practioner

The school's curriculum is modified to meet the needs and development of each pupil. When sitting tests, the head teacher, class teacher & SENCO will determine whether support is needed or extra time needs to be applied for. The School is following the Thrive whole school approach.

The school has a provision map which identifies the interventions taking place in school each term, this is time limited and progress is monitored.

All pupils are tracked using the Target tracker and the Lancashire EYFS tracker.

Progress is monitored by the Senior Leadership Team and pupil progress meetings take place half termly to ensure all pupils are making progress.

## Reviewing and Evaluating Outcomes

### What the school provides

Parents/carers contribute to and take part in all Annual reviews for pupils with Education, Health and Care (EHC) Plans. Their views are paramount to the school to ensure effective provision is made for their child.

IEPs (Individual Education plans) have been introduced into the school for those pupils on the SEND register. This is an A4 document which is produced by the child, the class teacher, the SENCO and the parent/carer. Parents receive a copy of this.

Any concerns a parent may have are always taken seriously and appointments can be made to address any issues with the class teacher and SENCO.

Pupil progress is monitored through the school tracking system and pupils with SEND are monitored on the provision map.

## Keeping Children Safe

### What the school provides

Risk assessments for SEND pupils are carried out as necessary by the SLT to ensure pupils are safe in school.

Key Stage 1 & EYFS children - parents may drop off and collect their child from the Nursery or Class room door. Key Stage 2 children enter and leave by the back doors which are monitored by a member of staff. There is access via the front door for wheelchair/walking frame users. There is a disabled parking space available at the front of the school.

During breaks and lunch times there are always at least four members of staff on duty who are first aid trained and games and activities played are monitored. The field is available for

use in the summer and is accessed from the top yard. Pupils with SEND may have 1:1 support at play and lunch times depending on their needs.

Risk assessments for school trips are carried out by the class teacher and reviewed by the Educational Visits Co-ordinator who is the head teacher. The risk assessments will be conducted two weeks before a visit for an A visit (general visits) and four weeks for a B visit (farms and residential). All venues are pre-visited and the risk assessments are then reviewed by the head teacher.

For the safety of the children, staff will have pre-visited the venues and all staff and children are briefed. First aid kits and medicines are taken along on the visits. All children must have appropriate clothing and the correct ratios for Adults:Children are ensured. Pupils with SEND may have 1:1 adult support on trips depending on their needs.

Policies on anti-bullying can be obtained on request from the main office.

## **Health (including Emotional Health and Wellbeing)**

### **What the school provides**

All medicines are kept out of reach of children in a locked box apart from Asthma sprays which are kept in the child's classroom or carried by the child.

All medicine is recorded in the medicine file along with the details of dosage and frequency and parents sign to grant authorisation to the school to administer medicine to their child. Care plans are completed by the head teacher, bursar or with the HLTA with parents and the school nurse (if appropriate) and are passed on to the relevant class teacher, the master copy is kept in the main office. All support and teaching staff are kept up to date with First Aid Training to ensure staff are familiar with the action taken in the event of an emergency. Diabetes and Epipen training may be provided by the School Nurse or other NHS professional to ensure that staff are able to take appropriate action, as required.

In the event of an emergency school will follow the emergency procedures provided by the parents and in line with the school policy.

A list of pupils with medical conditions and allergies are displayed in every classroom within the school.

The services which are available within the school are speech and language therapy advice from the School Nurse.

The Medicines in school policy can be obtained from the main office.

All staff except the School Bursar are Level 3 First Aid Trained

## **Communication with Parents**

### **What the school provides**

The school website contains details of all the staff currently employed by the school and the school Prospectus also provides this information. Class teachers are available to speak to parents at the beginning and end of the day. The school has two parent evenings a year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for the parents to record their views and suggestions. Appointments can be made for parents to speak to head teacher or SENCO. Please contact the school office to make an appointment.

A text messaging service keeps parents up to date and provides reminders for parents.

## Working Together

### What the school provides

There is a School Council with two pupils from each class which allows pupils to contribute their own views about the school and make improvements for other pupils. Parents can have their say about their own children at parents evening, annual reviews and pupil passport meetings. Parents may speak to staff members before and after school or can ring or call in at the office to make an appointment.

Home school contracts may be used to support pupils with emotional, social and mental health needs so that parents can support the school in managing their child's behaviour.

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

### What the school provides

The head teacher, family support worker, school business manager or SENCO will support parents in the completion of forms as and when required. Please contact the school to make an appointment.

The SEND Information Advice and Support Service (SENDIASS) is available to support parents with pupils who have SEND.

- Tel: 0300 123 6706  
Monday to Friday 8am to 5pm

The Family Support worker will update newsletters, which may contain additional information of upcoming events, and general useful information e.g. Drop in Centres etc. The Head teacher or SENCO may signpost parents to a variety of outside agencies as required.

If a parent requires a travel plan to get their child to and from school please contact the school.

## Transition to Secondary School

### What the school provides

Taster days to high schools are available for all Year 5 children.

Transition days are available to Year 6 children once a place has been offered at the named High School.

Extra transition days are available for vulnerable pupils or pupils with SEND in Y6 and one of our TA's will usually accompany the pupils on these extra visits .

We have links with all the high schools within the area.

A tutor from the high schools will meet with the class teacher and children during the Summer term before they move on to their new school.

We have links with local special school and pupil referral unit (AAspire, Cribden House).

Parents are offered help with the completion of application forms from the Head Teacher or Admin Assistant in the office.

PSHE and Thrive activities prepare pupils for transition.

### **Extra-Curricular Activities**

#### **What the school provides**

The school runs a Breakfast Club and an After School Club which are available to all pupils. There are a number of after school clubs available throughout the school year. Clubs are offered at appropriate levels for Key Stage 1 and Key stage 2 pupils. Playground buddies and a high ratio of staff on duty ensure all pupils are involved in activities at playtimes and dinnertimes and can ensure children are engaging in group games or activities.