



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

### **St Joseph's Catholic Primary School**

**School Number 04040**

## Accessibility and Inclusion

### What the school provides

- St Joseph's Catholic Primary is a fully inclusive school. The school is built on one level and doorways are wide enough to enable wheelchair users to access all parts of the building. There is also access to outside provision whilst the access to the main playground is also wheelchair friendly.
- The car park area maintains a disabled parking space close to the reception entrance.
- The school has a disabled toilet.
- School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for the school's individual circumstances. These can be accessed via the website or alternatively from the school office and are available in different font sizes on request.
- For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. School aims to ensure that all communications in written form are clear and concise, but will inform parents, carers and family members verbally where appropriate. Information is available via the school app and website (which can be translated by using the translate button) in addition to regular newsletters.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classroom.
- The school provides visual timetables where appropriate and uses a range of ICT programmes for pupils with SEND in addition to i-pads, Chrome Books, headphones, computers and whiteboards which are installed in every classroom.

## Teaching and Learning

### What the school provides

- It is vital that children with SEND are identified early and suitable interventions established. This is achieved through ongoing classroom assessments alongside regular formal assessments which are recorded on our in school tracking system. This information forms the basis of discussions between the class teacher and Senior Leaders. Where a child is not making expected progress the class teacher will complete an Initial Concern form and discuss this with the SENDCO. Further discussion will take place between the class teacher, SENDCO and parents and suitable interventions put in place. An Individual Education Plan (IEP) will be written for the pupil where small, achievable targets are set. These targets are reviewed termly with parents.
- We have skilled teaching assistants who have had training in working with children with a diagnosed autistic spectrum disorder, training in delivering motor skills programmes, Speech and Language programmes as well as a physio and sensory processing programmes. The Learning Mentor has received training

and is able to support children with any social, emotional or friendship problems a child may be experiencing through nurture groups. She is supported by two ELSA trained TAs.

- Where necessary support from external agencies will be sought in order to break down barriers to learning and facilitate academic progress. Children can be screened for dyslexia and dyscalculia. They can be assessed internally or by outside agencies such as IDSS, specialist teacher, Educational Psychologist, Speech and Language Therapist or Occupational Therapist. Each class has the benefit of Teaching Assistant support. In the case of children with HI, VI or medical needs, specialist support equipment is provided by IDSS, NHS (Diabetes Nurse, Epilepsy Nurse, Asthma Nurse, School Nurse, CAMHS, etc.)
  
- Staff have received training on pupil accessibility requirements or needs and the resources needed to determine how lessons are differentiated to ensure that all children are able to access the curriculum fully. All Staff have received First Aid training (including Paediatric), Epipen training, Diabetes and ADHD. Several Staff have received additional training in order to support pupils with Autism (ASD), Visual Impairment (VI) and (Hearing Impairment) HI. One Teaching Assistant has received training in Elkan Speech and Language. Provision can be made to apply for a reader or a scribe in SATS tests to enable children to have every opportunity to succeed. Extra time may be sought along with regular comfort breaks during the assessment for those children who may struggle to focus for a length of time or who need extra time to process information. For children with motor skill difficulties the school has laptops, Chrome Books and iPads that can be used to support children recording their work.
  
- The school provision map looks at the needs of the children first, then allocates suitable staff to support that class either on an individual basis or as a group of children with similar needs. Small groups may be taken out for targeted intervention programmes in mathematics, literacy and social skills.
  
- IEP's record the type of intervention a pupil is receiving, the duration, who is providing the support and pupils progress throughout the school. For SEND pupils working well below Age Related Expectations PIVATS are used to monitor and celebrate their small steps progress.

## Reviewing and Evaluating Outcomes

### **What the school provides**

- Currently all children with an EHCP have an annual review where all stakeholders are invited. In addition to this parents are invited to attend termly IEP meetings and where appropriate a “Team Around the Family” (TAF) meeting may be arranged where parents and professionals can meet to discuss the changing needs of a child and assess progress.
- All IEP’s are reviewed termly by the class teacher and the SENCO, progress reported back to parents and the child and then new targets are discussed and

set. The aim is to get a child to the point where an IEP is not needed and barriers have been removed.

- Targets need to set in small steps and the desired outcome explained to both parents and the child. Class teachers may also discuss how this can be achieved and what parents and the child can do to help. Where a child has a Disability, all reasonable steps will be taken to ensure full integration into school life. Lessons such as PE and outdoor provision will be differentiated to ensure expectations are achievable.
- The effectiveness of provision is monitored by the SENDCO’s analysis of whole school data. This is evaluated by the SEND governor who provides feed back to the Governing Body on a termly basis.
- The school operates an open door policy with regards to any concerns a parent may have.

### **Keeping Children Safe**

### **What the school provides**

- Risk assessments are completed as and when necessary. These are usually completed by the class teacher alongside other key staff. This may include the head teacher or members of the Senior Leadership Team.
- Where a child has a medical condition such as epilepsy or diabetes, their information will be displayed clearly in the staff room and all staff, including welfare will be made aware of the protocol for managing the child's needs.
- At the end of the school day staff make sure pupils are 'delivered' to their parents or person(s) identified as collecting them. Children are allowed to walk home once a written permission has been sought and staff and parents are in agreement that the child is capable of doing so.
- The school is situated in a residential area and there is limited on-road parking in the immediate area. A disabled parking spot is allocated close to the front entrance of the school.
- Where lunchtimes/playtimes are identified as an area of concern, the school will make relevant adjustments to maintain the safety of all. St Joseph's Catholic Primary School provides a safe-haven and supervised support for children, at break and lunch times. At least two members of Staff are on playground duty on the playgrounds at morning and afternoon breaks. Teaching assistants supported by two welfare assistants, supervise the children in the lunch hall and playground over the lunch time period. This is overseen by a member of the teaching staff.
- The school follows Lancashire guidelines in relation to school trips. All school trips are processed through 'Evolve' system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/ responsible staff.

- The Behaviour and Anti-bullying policies can be found on the school website or requested from the office.

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

### **What the school provides**

- Prescribed medication is administered by trained first aiders. A permission slip must be completed by parents/carers giving details of the medication and dosage required before any medication will be administered. This is available to parents via the school app. Medication is stored in the medicine fridge located in the staffroom and may only be administered by a member of the Senior Leadership Team or a trained First Aider at Work.
- Inhalers are kept in the child's classroom. The administration of inhalers is overseen by a member of staff and recorded in the individual pupil's record book which is kept with the inhaler. All medication is checked regularly by the Lead First Aider for expiry dates and parents contacted to replace if necessary.
- Care plans are drawn up in consultation with relevant agencies and parents. Copies are distributed as necessary and stored on a secure area of the school network. They are reviewed by the School Nurse and SENCO at least annually or if circumstances change.
- The Staff are briefed by the School Nurse regarding pupils with medical needs. Additional training for Staff is arranged via the School Nurse when necessary. All support and teaching staff are kept regularly up to date with First Aid training to ensure Staff are familiar with what action to take in the event of an emergency. In addition, Diabetes and EpiPen training have been given by the School Nurse and other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- The school does not have any health or therapist services in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the schools safeguarding protocols. There are regular visits from the School Nurse, Speech and Language Services, CAMHS workers, Educational Psychology Service, Occupational Therapists, Physiotherapists, New Start Ltd (Counselling) and the Visual Impairment Team.

### **Communication with Parents**

### **What the school provides**

- Staff profiles are available on the school website. The Headteacher usually takes parents on a tour of the school before their child(ren) start. An overview of the staffing structure is given and key personnel (Class teacher, Senior Leaders and SENCO) are introduced.
- Staff are flexible in their contact with parents/carers; should they not be available they will return calls as soon as possible. Parents and carers are welcome into school – we operate an open door policy. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.
- Parents/carers of children who have an IEP are invited to attend a termly review meeting to discuss their child's progress. Parents' evenings are held three times a year and a formal written report is produced termly.
- Open Days are held for prospective parents in the year before their child is due to commence school. All September admissions have transition visits in the term before the Summer holiday to become familiar with staff, other peers and their environment. Those joining mid-year are also offered the opportunity for transition visits if appropriate and individual support from the Learning Mentor to aid the transition process from one school to another.
- Parents can give feedback to school face-to-face (a member of The Senior Leadership Team is usually outside at either end of the school day), via email, the school app Class Dojo, via regular questionnaires or during parents' evening.

## **Working Together**

### **What the school provides**

- Two children from each class Year 1-6 represent the School Council and meet half termly.
- When reports are sent home, there is the opportunity for parents to complete a feedback form.
- There is a very active PTFA who meet once every half term to discuss fundraising events.
- Parent governors are appointed for 4 year terms following election process.
- The nominated SEND Governor monitors SEND provision in school working alongside Headteacher and SENDCO and produces an annual report for Governors.
- Home/school contracts can be adapted on an individual basis as necessary for pupils with SEND and their families
- Parents can have their say about their child in Parent Evenings, Annual Reviews and IEP reviews.

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

### **What the school provides**

- Support for completion of forms/paperwork is offered and provided on request by SENDCO and Learning Mentor.
- TAFs are supported by the Learning Mentor.
- All applicable school policies can be found on the school website. School will broker support for families when possible.
- When appropriate, school will organise a travel plan with the parents. The Class Teacher, SENDCO or Head Teacher can offer help with forms if this is required.

## **Transition to Secondary School**

### **What the school provides**

- Our feeder school is St. Bede's Catholic High School, Lytham however, some children do attend Carr Hill High School, Kirkham Grammar School and other high schools in the area. Each year pupils visit their forthcoming Secondary School for taster sessions.
- The Heads of Year will visit the school to ease transition and also discuss each child with the Year 6 teacher.
- Transition meetings between SENDCO's will identify appropriate provision requirements. IEPs and other related information will be forwarded to the new school. If necessary extra visits will be arranged for a pupil(s) who might find the move to high school very challenging (SEND) or who has a disability where problems need resolving before they move.
- In school we discuss transition to high school and emulate what high school will be like in the weeks leading up to the Summer holidays.

## **Extra Curricular Activities**

- St Joseph's Catholic Primary School operates a daily Breakfast Club based at St Joseph's and an After School Club which is available to all pupils but is based at Wesham C of E . Staff operate a 'Drop off' facility for pupils for pupils using the after school club and will drop children off after in house after school clubs. 8:30.
- The school does not offer school holiday childcare. However, parents can be signposted to local provision.
- There are opportunities for pupils to take part in lunchtime and after school activities. A minimal charge is made for some clubs in order to cover costs. At lunchtimes we have, Colouring Club for KS1, Gardening Club, Mini Vinnies activities such as Football, Netball, Multi-Sills, Cricket, Computing, and choir. All children are invited to attend clubs for their age.



- Children entering Foundation Stage (Seedlings) are assigned a (Gardener) from Y6. Adults are always on duty at playtimes and will encourage friendships. Y6 in particular support the younger children at breaks and lunch times to help all pupils especially those who find mixing and making friends more difficult.

## Feedback

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

- The school seeks parents/carers views and feedback via communication diaries, through questionnaires, annual review parent forms and via the school app. Parents are signposted to Ofsted Parent View via the school website.
- The school operates an open door policy and parents can make appointments with class teachers and members of the Senior Leadership Team at their convenience.
- For information about keeping up to date with progress refer to the section on Teaching and Learning.