



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St Peter's RCP Newchurch**

School Number: **14023**

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDEReforms@lancashire.gov.uk](mailto:IDSS.SENDEReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>St Peter's RC Primary School, St Peter's Road, Newchurch, BB4 9EZ</b>		<b>Telephone Number</b>	<b>01706 229972</b>
			<b>Website Address</b>	<b>www.stpetersrc.com</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>No</b>			
<b>What age range of pupils does the school cater for?</b>	<b>Age 4-11 years</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs M Mussell. Contact via school office.</b>			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name of Person/Job Title</b>	<b>Mrs H Sullivan Headteacher</b>		
<b>Contact telephone number</b>	<b>01706 229972</b>	<b>Email</b>	<b>head@st-petersrc.lancs.sch.uk</b>

### **Promoting Good Practice and Successes**

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>			
<b>Name</b>	<b>Mrs H Sullivan</b>	<b>Date</b>	<b>28/05/2014</b>

**Please return the completed form by email to:**

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.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 (e.g.; ancillary aids or assistive technology?)

### What the school provides

St Peter's is a welcoming school for all.

If your child has Special Educational Needs, what can we offer? A good question...

At St Peter's we embrace the fact that every child is different and, therefore, the educational needs of every child are different. This is certainly the case for children with Special Educational Needs.

From starting school at St Peter's we believe in a full and detailed exchange of information so that we are fully informed of any additional needs children or their parents may have and can put in place a plan to meet any these needs, for example by providing extra equipment or by making adaptations to the school environment or information (e.g. enlarged print).

The school is fully wheelchair accessible, although we are on a steep hill and parking is limited. To ensure access for all pupils and parents with disabilities, the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair and/or mobility equipment if necessary. There is a unisex disabled toilet which is available for wheelchair users. Classroom furniture is modern and of a height suitable for the age group of children being taught in that classroom. We are a friendly school and teachers are around at the start and end of each day for handovers and information sharing if needed.

*'It is a small friendly school'*

*'It is like a family'*

*'We feel included as a family even though we don't go to church'*

*(Parental Survey April 2014)*

School has all the required policies (single equalities, SEN and other policies which also relate and refer to these). They are available to view via our website or

alternatively from the school office. Other information is provided on the school website, a community noticeboard outside school and in our weekly newsletter.

The school has a range of resources specifically for use with SEN pupils. We use visual timetables when necessary and have a range of writing equipment including writing slopes and ergonomically designed pens and pencils. ICT programmes are available for pupils with SEN in addition to the IPADs, headphones, netbooks, computers and interactive whiteboards in every classroom.

## 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

At St Peter's we try to identify children who have Additional Special Educational Needs according to the following definition-

- ❖ ***a learning difficulty*** (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided);  
***and if that learning difficulty calls for special educational provision*** (i.e. provision additional to, or different from, that made generally for children of the same age).

Therefore, the early identification through observation, assessment and discussion with parents and professionals for any child who may have Special Educational Needs is extremely important to us.

On entry, additional needs are identified through liaison with parents, carers and other professionals (including nursery schools or other previous schools). Regular teacher assessments and observations are also used to identify any special education needs as children move through the school. By thorough monitoring we are able to act quickly when children do not make expected progress.

Because all children have different needs, children with special needs at St Peter's receive different provision. Resources are provided from within our budget and are outlined in the school provision map which for each child is outlined in their school

support plans (SSP). For children who require resources in addition to those the school can provide, we apply to the local authority for them.

Money is spent each year to help and assist pupils with SEN to access and be included in the National Curriculum or Foundation Stage Curriculum, as well as to ensure they make progress in all developmental areas. Spending is reported in the annual SEN report to parents which is published on our website.

Money is allocated to provide support according to a child's additional needs and it may typically include the provision of:

- additional teaching assistants (TAs) who provide support to access the curriculum aiming to develop pupil's independence as early as possible, as well as specific interventions and catch up programmes.
- release time from class for the SENCO to meet with parents and advise staff and improve the range and quality of provision for identified children
- external specialists for additional and more in depth assessment and advice.
- specialist equipment and resources.
- training for staff as needed.

When sitting tests or examinations children with SEN can be supported on a one-to-one basis with a prompter or a reader or scribe, have timed breaks, be granted additional time, have modified print or sit in a quiet setting in a small group to aid concentration.

Provision (how we provide for and meet a child's needs) for children is planned by parents and class teachers, with the SENCO and other specialists involved if needed, through the development of individual education plans. Outlined in this plan, is the allocation of resources (including time with additional adults, use of additional equipment and intervention programmes), as well as specific targets and planned outcomes.

We possess a lot of experience and expertise. Our SENCO is well informed and has twenty years' experience of working with a range of pupils with differing needs and with a range of SEN professionals and specialists. She has a Diploma in SEN co-ordination.

One member of the teaching staff has received additional and specific Autism and Aspergers training.

Most members of staff have received first Aid and Epipen and Epilepsy training. Two TAs have completed a course in child development and two have received training in how to observe and assess children working below National Curriculum levels (use of PIVATS). Six TAs have received training in Team Teach techniques for children with behavioural difficulties.

The Governors ensure that members of staff receive regular training from the SENCO and other professionals working in school. Due to our specialist teacher provision we are able to tailor this training specifically for the needs of children in our school and to staff working with those children in particular classes. The SENCO and headteacher keep fully up to date about Special Educational Needs issues through attendance at

training and meetings. This information is conveyed to other staff members informally via discussions with the headteacher and SENCO and formally at staff and TA meetings.

## 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

School support plans are reviewed each term and pupils and parents are involved in these reviews. Each term progress is discussed against targets and in relation to peers. Targets, strategies and provision are amended as needed or the plan is completed if no further action is needed.

For children who receive additional funding from the Local Authority, Annual Reviews are also held. Parents and children are invited to make a contribution to this review.

At all reviews, interventions are considered to check they are effective and changes to provision are made if needed. This provision is planned in partnership and discussion with parents, class teachers, specialist teachers, other professionals. SENCO advice is sought if needed.

Children's progress is monitored throughout the school and those with SEN are monitored separately by the SENCO and headteacher and this is reported to governors via monitoring by the SEN governor.

*'I feel like my child is really known and cared about'*

*Teachers have 'knowledge of what my child knows and next steps'*

*'Excellent staff that genuinely care about the development of each child'*

*St Peter's is 'inclusive and caring about the children's emotional wellbeing'*  
(parents comments 2017 survey).

## 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

*'This good school provides outstanding care, guidance and support, ensuring that all pupils are safe, secure and keen to learn'* (Most recent Ofsted Inspection Report)

All children in KS1 are handed over to and from parents and carers at the beginning and end of the day. If required an individual handover can be carried out by the TA or class teacher to the appropriate parent/carer.

A teacher and TA supervise each playtime break. Members of staff also supervise children in the play areas at lunch times. Sometimes a risk assessment may highlight children who need additional supervision at these times and in such circumstances this is provided. Support is available in every class but some classes have additional adult support on a one-to-one basis if required based on a child's specific needs. Buddies are organised to provide playtime support for children who are new to the school.

All children will be able to access and attend school trips if they want to and risk assessments based on the children's needs are completed and submitted to the educational visits co-ordinator and the ratio of adults to children may be adjusted accordingly.

Our Behaviour and Anti-Bullying policies are available on the school website. School policy on safeguarding is clear; it is inclusive and comprehensive and applies to all children including those with Special Educational Needs.

Sometimes for the safety of all children a risk assessment may be carried out. Preliminary risk assessments are made by the SENCO based on the information provided on entry to the school by the parent or other professional before a child starts school. Additional advice may be sought from the local authority or other professionals. Full risk assessment are made if required, by the headteacher or SENCO and stored in the school office in the child's school file.

### **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**

Medication can be routinely administered with written parental consent. In emergencies this may be administered with verbal parental consent. All medication is kept in the school office. For the safety of all the school community, children are not allowed to carry medicines in school. Clear procedures are followed (further details available online in our managing medicines in school policy) for the administration of medication and first aid. For all regular medical needs a care plan will be drawn up which will detail clearly procedures to be followed to meet a child's specific needs. These are reviewed annually or earlier if changes are needed.

We work closely with the school nurse who visits the school regularly, (and can signpost children and parents to specialist agencies for additional support) as do representatives of the Speech and Language and Educational Psychology services.

## 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 (e.g. 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

Our website contains details of all staff currently employed by the school as does the School Prospectus. A display in the school entrance corridor also provides photographs and staff information. We also have a notice board positioned on the path outside which contains all vital and up to date information.

Teachers are available to meet with parents briefly at the start and end of the school day if necessary. For a more in depth discussion with class teachers in the first instance or with the SENCO, parents are requested to make an appointment via the school office.

The School holds two parents’ evenings a year to provide opportunities for parents to discuss the progress of their child. Parents are also welcome to meet with teachers at other times with an appointment to discuss any concerns they may have. A parent questionnaire is also provided for parents to record their views and suggestions.

The school seeks to involve parents of children with additional needs in termly reviews and provide regular information about progress and attainment in areas of the curriculum including behaviour, social skills and speech and language development if this is relevant.

General information about events, dates and any changes are provided in our weekly newsletter and regular texts. An induction meeting and a half day taster day is organised for Reception children and their parents in the summer term before their September start. For children starting at other times of the year year an individual induction meeting and pre-visit to school can be organised with the headteacher.

*'Communication between school and parents is very good'*

*'Great communication between staff and us, at hometime and on dropping him into school'*

(Parental Survey April 2017).

## 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**

At St Peter's children's views are valued, listened to and acted upon. The school council and chaplaincy team help pupils to contribute to the life of the school. All children vote for school council members and children apply to be members of the chaplaincy team.

Parents can have their say about their child in Parents' Evenings, Annual Reviews, and IEP reviews. Parents are given invitations and opportunities to meet with other professionals when they work in school if time allows.

There are two parent governors and a named governor responsible for Special Educational Needs. Elections to the Governing Body are held in the event of a vacancy arising.

FOSP (friends of St Peter's) is a parent group which organises fundraising so that school can buy additional resources for the benefit of all children. FOSP is always looking for additional help and support and actively seeks the involvement of as many parents as possible.

If a parent has some spare time they are welcome to volunteer at the school, we currently have several volunteers in the school, who help out generally, hear readers and make toast at break times.

We have links with the parish of St Peter's and St Joseph's. We often meet together to worship and celebrate mass and parents are always welcome to come along to these.

We collaborate with Rossendale's Early intervention Team and are able to help families access support and help from a variety of outside agencies should they require it.

## 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**

The SENCO or headteacher can offer help with the completion of forms if this is required and they can signpost help and support to families via the CAF (common assessment framework and team around the family) process.

The school periodically hosts e-safety Workshops for parents and provides additional e-safety information for parents. Parents are often offered workshops and visits into school to learn more about what we do in a variety of subjects. Any requests by parents for support will be considered carefully by the school and acted upon if possible.

If a child requires a Travel plan to get to and from school this would be dealt with by the SENCO and Head Teacher if required.

### **Transition to Secondary School**

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

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

Each year children visit their receiving secondary school for taster sessions and also secondary teachers from our partner schools visit to assist the transition from Year 6 to Year 7.

For children with special educational needs an additional transition meeting is arranged for the child, parents and both primary and secondary SENCOs (or their representatives). At this meeting a discussion is held about the child's identified special educational needs, how they can be met and a provisional plan is made for their transition. In some exceptional cases additional visits and transition work may take place.

### **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**

St Peter's operates a daily breakfast club and after school club (Keys Club) which are available to all children. There is a small charge for these per session.

In addition, there are opportunities for children to take part in numerous after school sports clubs which are organised throughout the year for different groups. Details are sent home to all the children in the relevant year groups close to the time the sessions are provided. Most are provided free of charge through our sports funding (details of spending on the website). The clubs are available to all the children in the designated age range assigned to that activity (e.g. cricket, dodgeball, table tennis are available to Key Stage 2 pupils but not Key Stage 1).

Children entering Reception are assigned a Buddy from Year 6. Buddies also help Reception children during lunch in the Autumn Term to help them settle in to normal school routines. Buddies can be provided to Year 1 pupils or to new children joining our school in other year groups. As a school with smaller year groups we can provide a friendly atmosphere in which children are known well and also know each other by name. This enables children to make friends across year groups.

*'Buddies are a great idea! It works really well and helped my little one not be so worried about mixing with the big 'uns!'*

*'The buddy system really helped my child feel safe when she felt insecure'*

(New Reception Parent Feedback – 2013)

Social skills groups are provided for some children to help them make friendships or develop confidence to socialise with others. Playtime support can be provided to assist with friendship and play skills if this is assessed as a need for your child.