



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **ST MARYS RC PRIMARY**

School Number: **11023**

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. Further information is available at www.lancashire.gov.uk/SEND.

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.SENReforms@lancashire.gov.uk

School/Academy Name and Address	St Mary's RC Primary		Telephone Number	01254231278
	Mayfield Avenue		Website Address	www.st-marys-oswaldtwistle.lancs.sch.uk
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?	4-11			

Name and contact details of your school's SENCO	Mr Kevin Egan Tel: 01254 231278
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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.

Name of Person/Job Title	Mrs L Wolstenholme		
Contact telephone number	01254 231278	Email	head@st-marys-oswaldtwistle.lancs.sch.uk

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.

Please give the URL for the direct link to your school's Local Offer	www.st-marys-oswaldtwistle.lancs.sch.uk		
Name	St Mary's RC Primary School	Date	1.9.2025

Please return the completed form by email to:
IDSS.SENDReforms@lancashire.gov.uk

Accessibility and Inclusion

- How accessible is the school environment? **The school has ramps for access to raised areas and a lift to reach upstairs.**
Is the building fully wheelchair accessible? **Yes, all new doors and corridors are wheelchair friendly. The new reception has a lowered window for disabled access to office staff. The disabled toilet is wheelchair accessible.** Do you have accessible parking spaces? **There are limited parking spaces outside school but there is a designated space for disabled drivers.**
Have there been improvements in the auditory and visual environment? **Yes.**
Are there accessible changing/toilet facilities? **There is a disabled toilet which is available to parents and carers and to pupils when required.**
How do you improve access to the setting? **There are steps and a ramp available to access the school.**
- How accessible is your information? - including displays, policies and procedures etc. **Displays for parents, policies on the school website, facebook page, school newsletter, half termly parents meetings.**
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? **Information is posted around school where parents wait. A text system is in place as well as hard copies of letters. All policies are available from the main office. Information is readily available on the website and by regular newsletters.**
- 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? **The furniture within the classrooms is all size and age appropriate and specialist equipment is bought as and when it is needed. The school has a range of ICT programmes for pupils with SEN in addition to IPADS, headphones, laptops and interactive whiteboards which are installed in every classroom.**

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN? Early identification and the system involves the judgement of the classroom teacher and parent, alongside the SENCo and headteacher and involves other agencies when needed. Cause for concern sheets indicate problems, and record sheets and observations. We have an induction programme for Reception class aged children where they are visited by staff in the summer term in their nurseries or home and they visit the school. Any special needs which are identified prior to starting school are planned and prepared for.
- What additional support can be provided in the classroom? Support is in place in all classrooms and 2 additional HLTA's provide further intervention. One child has a 1 to 1 support Teaching Assistant.
- 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) TA support, laptops and specialised equipment where needed. We have a range of external agencies who can support our children in school such as Lancashire Inclusion Specialist Teacher Service. We have links with Speech and Language therapists and occupational therapists who assist us in delivering a programme that meets the needs of individual pupils.
- What SEN and disability and awareness training is available to all staff? Updates shared with staff at meetings after SENCo's termly training. TA training sessions through LCC on behaviour, Maths and English support. Speech and Language support from trained member of staff. Motor skills is delivered daily by trained TA's.
- What staff specialisms/expertise in SEN and disability do you have? School buys into Lancashire Inclusion Specialist Teacher Service support when applicable. A counsellor is also bought in to support children. A family liaison officer also works in school to support pupils and parents.
- What ongoing support and development is in place for staff supporting children and young people with SEN? Teaching assistants are used effectively in every classroom and are deployed according to their skills. All teaching assistant have had safeguarding training, phonics training, guided reading. Teachers receive ongoing training to support children with SEN.
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs? When sitting examinations children with SEN can be supported 1-1, have additional time granted, sit in a smaller group and have readers when allowable so as to achieve the most they are capable of.

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? Children are tracked termly or in some cases half termly. Children who are falling below their NC level or who need a short period of support are placed on the school's Provision Map. Each class may have pupils on the map and TAs or the class teacher will support them for a given period of time during the week. This provision could include emotional support, dyspraxia support activities, phonics and reading, maths catch up etc.

The provision map is updated each half term and records the type of intervention a pupil is receiving, the duration and which TA/teacher is providing the support. Pupils are assessed regularly using National Curriculum Levels or PIVATs for SEN pupils. Using Lancashire KLIPS assessments and PIVATs, the class teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Each class has the benefit of at least one Teaching Assistant in each classroom.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? Parents contribute and take part in annual reviews and receive copies of appropriate documents. Learning Journeys are produced half termly or termly depending on the circumstances and pupil. School operates an open door policy with regards to any concerns parents may have.
- What arrangements are in place for children with other SEN support needs? Pupils progress is monitored throughout the school and pupils with SEN are monitored as a discreet group. Individual Education Plans (Learning Journeys) are reviewed as a minimum on a termly basis and parents and children are asked to be involved with the formation of these. A copy of IEP's are sent home on a termly basis.
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability? All children throughout the school are tracked on a half termly basis to monitor their progress. The pupils with SEN are monitored separately across the school. The pupil's targets and the provision provided is amended as necessary. All children throughout the school are tracked on a half termly basis to monitor their progress. The pupils with SEN are monitored separately across the school and are anonymously reported upon to governors. The pupil's targets and the provision provided is amended as necessary

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments? The headteacher carries out risk assessments alongside the backup DSL and SENCo where appropriate.
- What handover arrangements will be made at the start and end of the school day? Children wait at classroom doors with teachers/TA's until an adult collects them (or whoever the known person is) unless alternative arrangements have been made to collect from the front entrance.
- Do you have parking areas for pick up and drop offs? We have one designated disabled space on our car park for children and families who need this.
- What arrangements will be made to supervise a child during breaks and lunchtimes? Playtimes are supervised by 5 members of staff. If a SEN pupil requires additional support during lunch and break times, this is organised through TA rotas. There are safeguarding discussions held every week with all teaching and supervisory staff to ensure stringent monitoring for any potentially vulnerable pupils. Sufficient lunchtime welfare support is in place.
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips) EVC ensures all trips are risk assessed. PE equipment is regularly checked. Risk assessments are undertaken where necessary and adult to child ratios are always checked. Additional adults are used when necessary on school trips.

- Where can parents find details of policies on anti-bullying? On the website or can be copied at the main office. We promote anti bullying through the engagement of children in anti-bullying week, but this also permeates our school ethos. The policy can be found on our school website. We have a buddy system (seeds and gardeners) where the pupils in the current Year 6 have buddy in Reception class. This relationship continues throughout the year where the children undertake activities and spend time together. We also have wellbeing leaders who take groups of children to do activities with them in our wellbeing shed at lunchtimes.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication? The Lancashire policy is followed and all medicine allowed in school is signed for and paperwork completed. Medicine is kept either in the locked medicine cabinet or locked fridge in the or in the classroom if that is the most appropriate place (eg for anaphalactic reasons)
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan? Alongside the NHS support, care plans are displayed in the staffroom and main office as well as relevant classrooms. All teachers and support staff have relevant First Aid training that is renewed regularly.
- What would the school do in the case of a medical emergency? Most staff have the required first aid training and epipen training. If the need arises to deal with a medical emergency, first aiders are contacted, parents and carers are contacted and medical specialists where necessary. Some staff have also received training to support a Year 6 child with diabetes.
- How do you ensure that staff are trained/qualified to deal with a child's particular needs? School nurse invited in to train staff eg epipen training diabetes training. Care plans are drawn up on a need basis and they involve health professionals, parents and carers, pupils and staff as required. They are made available to the staff who are directly involved with the pupil and are kept on file.
- Which health or therapy services can children access on school premises? The school nurse is available to liaise with parents and carers if they have any concerns regarding their child. Speech and language therapists visit school on a regular basis. Occupational therapists, councillors and educational psychologists can be made available when appropriate.

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? **The website contains all details of staff. School also communicates with parents through our facebook page and text service. Each class teacher can communicate to parents through the Seesaw app. The school operates an open door policy and all parents are welcome to come in to school to speak to staff or the headteacher. The Lancashire FIND newsletter is also available to parents.**
- 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)? **School has an open door policy. Staff are available to speak to parents at the end of the school day or they can make an appointment if it is felt a longer time may be needed.**
- How do you keep parents updated with their child/young person’s progress? **Parents evenings, reports, open door policy. Parental questionnaires at parents evenings. We have a new intake parents meeting in the summer term when new parents can come and look around the school and meet the staff. Parents and carers of pupils with SEN meet with teachers on a termly basis to discuss and formulate the pupils Learning Journeys. Teachers send home a report for every child in the summer term. Parents are invited to attend a parents evening meeting in the autumn term and one in the spring term.**
- Do you offer Open Days? **Yes. All new parents welcomed at meeting in May. Any prospective parents can make an appointment to look around the school. All parents and carers are invited into our awards assemblies.**
- How can parents give feedback to the school? **parental questionnaires, meeting with staff.**

Working Together

- What opportunities do you offer for children to have their say? **A school council exists and meets regularly. Children take part in the pupil voice questionnaire from LCC. This is analysed and forms part of the school improvement plan.**
- What opportunities are there for parents to have their say about their child’s education? **Reports are sent out with opportunities for parents to feedback on their child’s progress. Regular parents evenings take place. One in October of a more pastoral kind and a progress meeting in February.**
- What opportunities are there for parents to get involved in the life of the school or become school governors? **Elections to the Governing body are always advertised throughout school when a parent governor vacancy arises. The SENCO meets regularly with the SEN governor. Parents are encouraged to join the PPTA.**
- 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) **We work with a variety of outside agencies as and when appropriate to the needs of the children. These can include school nurse and other health professionals, Speech and language therapists, occupational**

therapists, educational psychologists, councillors, community police, social services, Lancashire Inclusion specialists and short stay outreach schools. How do home/school contracts/agreements support children with SEN and their families? School works closely with all agencies involved in the welfare of a child and all agencies needed are involved at meetings. A governor oversees SEN and the Chair is the child protection governor.

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? The Head Teacher or SENCO are available for help with filling in forms or paperwork that needs to be completed. The Head Teacher can always point a parent to the right support and guidance that they require.
- What information, advice and guidance can parents access through the school? school is happy to work with parents to offer support. A family liason officer works within the setting to offer family support as does a private counsellor. Newsletters can always be accessed from the office staff if parents are unable to access them online.
- How does the school help parents with travel plans to get their child to and from school? If a travel plan was required by a pupil to get to school then this would be assessed on an individual basis.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying) We have strong links to our feeder Catholic high school Mount Carmel and the children visit for a variety of reasons, including sports days and catholic cluster activities. We enable all of our children to visit the secondary school of their choice and liaise closely with representatives from secondary schools during transition time. The local high schools often have taster days for year 5 children. The SENCO would meet with the SENCO from the secondary school and they would be invited to a year 6 child's annual review to ensure that a smooth transition can take place.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details. A breakfast club is run from 8.00 in the morning, which is available to all pupils for a small fee. A small nurture group for chosen children is in place every morning from 8.30am. School also has a before and after school & holiday club run by the Play and Learn Scheme.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? A range of after school activities are offered after school which parents mainly pay for. Some however are free or subsidised through the SSG. Wider Opportunities is bought in for children so that classes share free music lessons for a year. Staff run after school clubs, such as football for both boys and girls, netball, athletics and music. Year 5 & 6 attend a residential during March which a fee is charged for, but pupil premium children can have access to a subsidy. Also on offer are a variety of clubs that change termly that can be street dance, cheerleading, dodge ball, football. All these are charged, but pupil premium children can access them for free.
- How do you make sure clubs and activities are inclusive? All children have the opportunity to take part in any activity.
- How do you help children to make friends? A seeds and gardeners programme exists in YR and Y6. This allows Y6 to buddy with new intake children and play with them on Friday afternoons. School has a chaplaincy team which also allows children to chat to a friendly face.