,

**SEN and Disability**

**Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St. Francis’ Catholic Primary School

School Number: 06/049

**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.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

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| **School/Academy Name and Address** | **St.Francis’ Catholic Primary School,**  **The Hill, Horns Lane,**  **Goosnargh, Preston** | | | **Telephone**  **Number** | **01772 865369** |
| **Website**  **Address** | **www.st-francis.lancsngfl.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:** | | |
| **/** |  |
| **What age range of pupils does the school cater for?** | **Primary** | | | | |
| **Name and contact details of your school’s SENCO** | **Miss S Deakin – Head Teacher**  **Mrs N. Walton – Assistant SENCO** | | | | |

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.

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| **Name of Person/Job Title** | **Miss S Deakin**  **Head Teacher** | | |
| **Contact telephone number** | **01772 865369** | **Email** | **head@st-francis.**  **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.

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| **Please give the URL for the direct link to your school’s Local Offer** | **www.st-francis.lancsngfl.sch.uk** | | |
| **Name** |  | Date |  |

**Please return the completed form by email to:** [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

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| **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**  St Francis is a very inclusive school, with much higher levels of special needs than other schools.  The school is mainly wheelchair accessible. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise. We have a fully kitted out medical room, with height adjustable treatment bed. Hoisting facilities have been requested. Information is available on the school website and a community noticeboard in addition to regular newsletters. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.  We have use of the Cottage, a home-like nurturing environment. This can be used for one to one and small group work.  The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, netbooks, computers and interactive whiteboards installed in every classroom.. |

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| **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**   |  | | --- | | **What the school provides**  Early identification is vital and outside agencies can help advise on the provision of intervention strategies.  The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. All pupils are visited in nursery, and we have robust transition strategies to advise and support pupils with SEND. The SENCO and Assistant SENCO visit pupils with identified needs in nursery.  The class teacher and the SENCO assess and monitor the children’s progress in line with existing school practices.  The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.  The assessment of children reflects as far as possible their participation in the whole curriculum of the school.  The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.  Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS, our Specialist teacher and Hillside Special School. Each class has the benefit of at least one Teaching Assistant trained to Level 3 NVQ.  In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse and Hospital training). Hearing aids are regularly tested in school, and staff know how to support these pupils.  Staff have received First Aid and Epipen training. In addition, there are 4 other TA’s who have been trained to support pupils with ASD. The SENCO, 2 teachers and two TAs have also received training to support a pupil with PD.  When sitting examinations children with SEN can be supported 1 to 1 (Statement), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.  The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils’ progress throughout the school and records how much progress individuals make following interventions. The Lancashire E-Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN. | |

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| **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**  Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. IEPs are produced termly or half termly depending on the circumstance and pupil and the school operates an Open Door policy with regards to any concerns a parent may have.  Many pupils have a home school dialogue book, which is added to by support staff, teachers, SENCO and parents.  Pupils’ progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map. |

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| **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 Head Teacher carries out Risk Assessments where necessary.  If required a handover is carried out by the SSA, a T/A or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points.  A teacher supervises each lunch break in addition to lunchtime support staff who also supervise children in the play areas at playtimes and lunch times. Some pupils have one to one support.  Support is available in every class but some classes have additional adult support if required e.g. some statemented children have individual TA support as well as the class having a general TA support.  Parents can access the Anti-Bullying Policy on the new school website. |

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| **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**  All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Care plans are passed on to the relevant Class Teacher and the master copy is kept in Medical records. 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.  The SENCO assistant is also principal first aider.  In addition, Diabetes and Epipen training has been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.  We have access to a school counsellor to ensure emotional wellbeing of individuals. Nurture groups are run as needed to give extra support. Bereavement counselling and play therapy are in place. 1TA is highly trained in this area.  Individual needs are catered for with regards to OT and physiotherapy.  Pupils with PD have an individualised care plan encouraging independence and inclusion.  School has regular meetings with speech therapists and TAs continue programmes in school.  University of the First Age promotes lifeskills, communication skills and community cohesion. |

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| **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**  The website contains details of all staff currently employed by the school and the School Prospectus also provides this information. The School operates an Open Door policy and has 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for parents to record their views and suggestions.  Statemented, and other vulnerable pupils have a home school diary.  We have close links with local children’s centres, and parents are signposted to services, e.g. positive parenting. School has access to a Pastoral Liaison Manager from the local High Schools. |

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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**  There is a School Council and a School Eco-Team for pupils to contribute their own views. Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises.  We are pro-active in helping parents access Parent Partnership support.  After Nurture groups, parents are invited to get together for tea, cake and informal discussion if they so wish.  Parents are invited to join school assemblies weekly and are notified in advance if their child is due to receive an award. |

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| **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 Class Teacher or Head Teacher can offer help with forms if this is required.  There is a Community Notice board which contains additional information of upcoming events or general useful information e.g. Drop in Centres etc.  The school has recently offered an E-Safety Workshop for parents and pupils to attend.  If a pupil requires a Travel plan to get their child to and from school this would be dealt with by the class teacher, SENCO and Head Teacher if required.  We are pro-active in signposting families to groups we think may be of relevance to them and their child. |

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| **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 pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.  Vulnerable pupils are offered extra visits, and have additional information.  Staff from Learning Support at the High School visit pupils, and a close dialogue is maintained. |

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| **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 Francis operates a daily Breakfast Club and After School Club available to all pupils. There are opportunities for pupils to take part in weekly clubs- netball and football are free, tennis and music lessons (clarinet, flute, saxophone,) are offered at a fee. The Clubs are available to all the pupils in the designated age range assigned to that activity.  Children help each other to settle in and are very kind and caring towards each other. |