



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Sacred Heart Catholic Primary School

School Number: 02032

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

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Sacred Heart Catholic Primary School		Telephone Number	01253 821392
	Heys Street Thornton Cleveleys FY5 4HL		Website Address	www.sacredheart-primary.co.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?	4-11			
Name and contact details of your school's SENCO	Mrs Helen Bowden bowden.h@sacredheart-thornton.lancs.sch.uk			

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 Helen Bowden SENCO		
Contact telephone number	01253 821392	Email	<u>bowden.h@sacredheart-thornton.lancs.sch.uk</u>

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			
Name	Mrs Helen Bowden	Date	12.1.17

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

Accessibility and Inclusion

- How accessible is the school environment?
- How accessible is your information? - including displays, policies and procedures etc.
- How accessible is the provision?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

- The building is fully wheelchair accessible with a recent addition of a ramp at the main entrance to school. Accessible toilet facilities are available. The classrooms and dining facilities are all on one level. There is one disabled parking available in the school car park. The office area has a lowered hatch area which is accessible to disabled visitors. The school also has a new outdoor classroom. Access to the classroom is via a sloping ramp.
- There are parent notice boards on the playground and forms and important information are available in the office. Policies and procedures are available to parents on request. We do not currently provide information in other languages, although we are able to contact a translator if necessary.
- All furniture is appropriately sized for children in each year group and some tables are adjustable. Special chairs are used where there is a need for specific support. Differing learning styles are used in the classroom to suit the needs of the children.
- Care plans are written to support children who need to use specific equipment (eg chairs and writing platforms).

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

- All children are assessed via a range of different assessment methods on

entry. Further assessments may be undertaken if additional needs are identified.

- Each class has at least one full time teaching assistant. In many cases there are more and this is dependent upon the needs of the class. A total of 13 teaching assistants in school who support children in class, in groups or on a 1:1 basis according to need.
- One teaching assistant supports children across the school that require speech and language intervention. This TA is experienced in delivering a range of speech and language programmes from colourful semantics to the WellComm programme in the Foundation Stage. The TA has also accessed Makaton training.
- Provision is in place to support access to the curriculum for all. Children are encouraged to be independent learners through encouragement and supportive resources.
- All staff have SEN training in house.
- CPD is updated according to need. Specialist teachers are brought in to support the staff and children with high level needs.
- Access arrangements (eg reader, extra time) are sought for children with additional needs during SATs.
- Our provision map caters for a wide range of support for children with a wide range of needs.

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

- Reviews are held annually for children with a Statement / EHC plan.
- IEPs are reviewed every term at a minimum. Parents are invited to discuss their child's IEPs with the class teacher. The SENCo is willing to attend these meetings if required.
- Trackers are used to assess progress and future support. This is used alongside teacher judgements to update the SEN register and to ensure that all groups are catered for within the provision map.

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

- Risk assessments are carried out for all off site visits. All areas of the school have also been risk assessed.
- Children come into school at 8.50am. Children who have been at a morning club / breakfast club are taken to their classrooms by a member of staff where a member of staff from the class will sign them in. At the end of the day teachers take their classes to the playground and wait with them until they have been collected. Older children may walk home alone with permission from parents. Uncollected children are taken to the office and parents are contacted. Children attending After School Club are collected by a member of staff.
- Two or three members of staff are on duty on each playground at breaktime and a total of 9 welfare staff are on duty on playgrounds and in the hall at lunchtime.
- Health and Safety Policies are in place and adhered to.
- Policies are available on the school website and from the school office on request.

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

- There is a strict medication policy which is followed in order for medication to be administered safely. Copies of this are available on request.
- If a child requires a care plan, parents are invited in to work with the SENCo and any other medical professionals who the parent deems necessary in order to write the plan. Once completed, a copy is sent to all appropriate persons. A copy of the care plan is kept in the child's file in the SEN room, on the secure staff server and in the class based SEN file.
- Any child with a medical condition have their own mini-profile which is displayed in the relevant classroom to inform all members of staff. This profile contains information about the child's medical condition, the medication they are prescribed and who to contact in the case of an emergency.
- The school holds an emergency Salbutamol inhaler for children who have been registered as being asthmatic. Information regarding children with asthma or any other medical condition is updated regularly.
- In an emergency, staff would call 999, inform senior staff and parents. There is a defibrillator on site which all staff are trained to use.
- All staff are briefed regarding children's needs. First aid training is kept up to date.
- Children in EYFS / KS1 have access to Speech and Language Support and specialist teachers are bought in as required according to children's needs, as well as support for bereavement.

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 school website lists all staff members and their areas of responsibility. Parents can contact their child’s class teacher in the first instance, or alternatively they can ask at the office and will be directed to the appropriate member of staff.
- School has an Open Door Policy, although there are occasions when it may be necessary to make an appointment.
- Parents’ evenings are held twice a year and there is an opportunity to come into the classroom to view children’s work. If we have any concerns about a pupil, we will contact parents directly.
- Parents can feed back to school during parents’ evenings and at any time via any member of staff.
- An open day is held once a year in September for any prospective parents.

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

- We have a School Council and children are regularly asked for their views and opinions.
- Parents are always welcome to speak to staff about their views.
- We have parent governors; in addition we have foundation and parish governors who may also be parents. Parents are always invited to Friends of Sacred Heart meetings.
- The school works closely with health, speech and language, occupational therapy, social care and family support agencies.
- Home / school agreements support children with SEN and their families.

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

- Support in completing forms may be given by the class teacher, SENCO or family learning mentor.
- Information, advice and guidance can be accessed by parents via the school office.
- Advice / support regarding transport and travel may be given by the school office staff or family learning mentor.

Transition to Secondary School

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

What the school provides

- The Reception teachers visit each child in their Preschool setting before transition to school. The aim of this is to gather as much information as possible about the child in order for them to settle quickly into school.
- Once children are allocated their secondary school place, staff work closely with the relevant members of staff from the high school in order to make transition as smooth as possible.
- Where a child has SEN, the SENCo will endeavour to arrange a transition meeting between all relevant professionals to discuss the child's transition.
- Children attend transition activities at feeder high schools in Year 5 and Year 6.

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

- The school provides a Breakfast Club from 7.30am and an After School Club until 6.00pm.
- A wide variety of extra-curricular activities take place before and after school and during lunchtime. These clubs are all free of charge and include Wake Up Shake Up, football, choir, Change 4 Life, dance, netball, rounders, cross country, cricket, drama, chess, gymnastics and cookery.
- We ensure that activities are suitable for all age ranges and risk assessments are carried out as required. Extra staff may be provided to ensure that children with special educational needs and disabilities can attend.
- We are an inclusive school and encourage children to be friends via our Gospel values and our school mission statement: 'Love one another as I have loved you'.