SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St Joseph's Catholic Primary School

School Number: 09032

Lancashire County Council

www.lancashire.gov.uk

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.SENDReforms@lancashire.gov.uk

<table>
<tr><td rowspan="2">School/Academy Name and Address</td><td colspan="2" rowspan="2">St Joseph's Catholic Primary, Bournes Row, Hoghton
Preston, PR5 0DQ</td><td>Telephone Number</td><td>01254 853473</td></tr>
<tr><td>Website Address</td><td>https://www.stjosephsbrindle.com</td></tr>
<tr><td rowspan="2">Does the school specialise in meeting the needs of children with a particular type of SEN?</td><td>No</td><td>Yes</td><td colspan="2" rowspan="2">If yes, please give details:</td></tr>
<tr><td>X</td><td></td></tr>
<tr><td>What age range of pupils does the</td><td colspan="4">4-11</td></tr>
</table>

school cater for?	
Name and contact details of your school's SENCO	**Danielle Dewhurst** **Tel: 01254 853473**

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	**Daniele Dewhurst** **Headteacher**		
Contact telephone number	**01254 853473**	**Email**	**head@st-josephs-hoghton.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	**https://www.stjosephsbrindle.com**		
Name	**St Joseph's Catholic Primary School**	**Date**	**11.11.2022**

Please return the completed form by email to:
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 (eg; ancillary aids or assistive technology?)**
What the school provides • The school is fully wheelchair accessible, on a single level with ramped access to outside areas. We also have an accessible disabled toilet. • We have a designated disabled parking space and we ensure any of our families that have a disability are able to park in the staff car park to access the school if required. • Our information is accessible for all members of our school community. All information is available on the school website and in the school entrance foyer, in addition to regular newsletters. School operates a text messaging service to enable reminders and alerts for parents/guardians. We can provide different font sizes if necessary and would provide audio information if requested. We do not currently have families whose first language is not English, but would obviously meet their needs if any were to join us. We make personal provision for families with additional needs we are aware of. • The school has a range of ICT programmes for pupils with SEN, in addition to class laptops, headphones, a fully equipped computer suite and interactive whiteboards installed in every classroom. Interactive Whiteboards are positioned at an appropriate height for the children within specific classes ensuring that children can reach it for use. • All resources are appropriate for the age and ability of our children and they have equal access to them. • Furniture is appropriate and needs specific and we gain access to any specialist equipment that is necessary.

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 Joseph's we believe early identification of SEN is vital to ensure that each child is able to reach their potential. The class teacher is vigilant in observing and identifying any signs of SEN/Vulnerability. Any concerns about a child are brought to the SENCo who will assess and monitor the child's progress in line with existing school practices.

- We use various sources to identify SEN. This may be due to teacher or parent referral, or external agencies.
- Assessment data is used to track pupils and identify areas where intervention and support is required.
- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. This includes providing access to appropriate training for teachers, where necessary. We have teaching assistants who work with identified children either 1:1 or in small groups and teachers plan accordingly to meet the needs of all of the children in their class.
- Progress is monitored by the Head Teacher, Class Teachers, Teaching Assistants and Specialists.
- We work with external agencies who advise on SEN issues and support us in using appropriate resources with the children. Staff are involved in any work carried out by external agencies too, therefore developing their own understanding and awareness of issues.
- We carefully consider any children with SEN when testing is taking place and follow national guidelines in making adjustments where appropriate. Each year a thorough SEN audit of provision is carried out and information passed on to the child's next teacher. This also provides valuable information to organise groupings and allocation of support staff.
- All staff receive appropriate training throughout the year.
- Our school SENCO oversees the SEN in school, ensuring that staff feel supported, children have access to the curriculum and parents are kept informed.

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

At St Joseph's we believe parental contribution and attendance at Annual Reviews

is vital. In advance of the meeting, parents will receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review and are usually invited to join the review meeting in part.

- We involve all relevant parties when holding review meetings and discussing the needs of our pupils and take a flexible approach to arranging these to meet the needs of all involved. Key staff, parents, the pupil (if appropriate) as well as external agencies are invited to contribute to determine the best outcomes for the child.
- We use provision mapping effectively to plan ahead for our children with SEN and use audits effectively to evaluate our provision.
- We regularly review the SEN register and make adjustments accordingly. We monitor the progress of our SEN children as individuals, through individual education plans (IEPs), half-termly.
- Tracking is used effectively to ensure that progress is being made and allows for early and appropriate identification of individual needs.
- We obtain relevant reports from external agencies regarding our children, these are kept on file and used to inform our provision for that child.
- Pupils' progress is monitored throughout the school and Pupils with SEN are monitored on the Whole School Tracking, Class trackers and also on the Provision Map.
  The SENCo meets with the SEN governor and a detailed report on the progress of SEND pupils is provided annually to the school's Governing Body.

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. All members of staff are responsible for the safety of pupils in and around school.

- Keeping our children safe is a number one priority.
- The Headteacher is the Designated Safeguarding Lead. The Assistant Head is a back up DSL and our Business support Officer is also a back-up DSL.
- The Governors ensure that all statutory Health and Safety issues are covered.
- The Headteacher and the Health and Safety Committee meet every term to discuss issues and review the needs of the school.
- As a school we produce general risk assessments for all areas of school life, including the school grounds and areas for PE. These are completed in partnership with relevant staff and Governors. We also use outside companies to produce more detailed risk assessments to ensure we are compliant. More specific risk assessments are undertaken as and when we feel these are required and necessary, including educational visits. The Lancashire 'Evolve' system is used for this.
- All our staff are first aid trained.
- Handover arrangements are made between parents and the school to ensure staff are aware of who will be bringing and picking children up each day. If required, a handover can be carried out by the Class teacher or Teaching Assistant to the appropriate parent/carer to pass on any relevant information about the school day.
- Playtimes are supervised by Teachers and Teaching Assistants and lunchtimes are supervised by Teaching Assistants and SportsCool staff.
- When pupils go on trips, all staff are fully briefed on safety.

- Staff ensure all medical needs are catered for (i.e. diabetes, inhalers, emergency contacts etc.)
- We have high expectations of pupil behaviour, in and outside of school
- The pupils' safety on a daily basis is very much part of our school life. Staff are present on the yard when parents drop off and pick up and gates are always locked when parents leave.
- We maintain our safety standards during playtimes and lunchtimes and children are taught to play safely and responsibly.
- Most policies and procedure information is available on our school website and available 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

- All medication is stored safely in the fridge in our school staffroom. Parental authorisation sheets are obtained for any medication needing to be administered.
- We have discussions with parents when we need to draw up care plans and have also worked with the school and diabetic nurses to do this. We ensure all relevant staff are aware of plans and that training has been provided; often this happens for all staff. Copies of care plans are made available to all staff.
- Children who have asthma should have an inhaler in school at all times. This is kept in a specific place within the classroom where the child can access it when needed. The child is encouraged to administer their own inhaler where appropriate.
- We have a number of first aiders available at all times in school and all staff have been trained on how to deal with emergency situations. Training is updated regularly.
- Our Reception and Y6 children have their weight monitored and sight tests in Reception and hearing tests in Y1 are part of an annual programme.
- Our Year 6 children receive sex and relationships training as followed by the programme set out by Liverpool Archdiocese.
- Online-safety is something that all children are made aware of. Lessons are taught through our Computing curriculum as well as KidSafe.
- If, for whatever reason, a child is deemed vulnerable or in need of emotional support, they may attend our Nurture Group to provide the opportunity to discuss their feelings and practise coping strategies in a safe environment. Children can access the Nurture Group on a needs basis or as part of their weekly timetable.

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

The school website contains details of all staff currently employed by the school and the School Prospectus also provides this information. Any parent with concerns about their child can contact the school office and will be directed to their child's class teacher, SENCo / Headteacher.

- In school we have a contact list for each child, completed by parents at the start of each new school year, of who to contact should we need to.
- Parents are aware of our open-door policy and feel comfortable sharing their views with us. We invite them to complete a parental attitude questionnaire each term.
- We offer a parents' meeting once a term, which allows parents to comment in person and also have provision for parents to feedback following the reading of their child's annual report.
- Not only do we hold Open Days for new parents; the head teacher personally shows families round individually, during the school day so that parents can experience the school in action.
- We invite parents into school regularly to enjoy school lunches, join in class Collective Worships; watch class assemblies and plays; R/1 Stay and Play sessions etc. with the children.
- We also hold a weekly worship where achievements and birthdays are celebrated.
- As a school, we produce weekly newsletters where you are able to find out about curriculum activities in each class that week as well as any up to date and relevant information.
- Our website has a wealth of information on what we offer and how parents can contact staff.
- We hold a welcome evening for parents of new Reception class children.
- We encourage parents to state their preferred method of contact – be it by text, email or phone.
- The Headteacher is available daily on the school playground, before school, this allows for parents to communicate easily or make an appointment should the need arise.

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 Joseph's we value the opinion of our children.

- We have a thriving School Council made up of two representatives from each class from Reception to Year 6. Classes hold Class Council whereby all children are able to communicate their opinion about ways to improve school; these ideas are then taken to School Council via their class representatives. Ideas discussed at School Council are presented to the Headteacher and Governors, if appropriate, in order for changes to be made.

- We hold pupil voice highly in our day to day running of our school and the evaluation of our provision. Children are active participants in the annual review process and when individual education plans are given out.
- Our PTFA has many members and meets regularly to organise fund raising activities for the school.
- We have good representation from our parents on our Governing Body, with current parents being a part of it in a capacity other than parent governor and many past parents having a role too. We have a nominated Governor for SEN who works alongside the SENCo. We also work closely with other partners and professionals.
- Every parent signs a home school agreement when joining our school.
- We provide parents with a weekly newsletter about what is happening in school each week and our website is updated regularly to provide parents with other opportunities to get involved in the life of the school.
- Parents and grandparents come into school to help (although we don't put them in the same year as their child/grandchild if possible)

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

- We support our families in many ways. First and foremost, we have an open-door policy and all staff are approachable.
- We support parents with form filling; our school administrator goes above and beyond to support parents where necessary.
- In the school entrance foyer and the notice board outside, information is displayed regarding upcoming events or support networks that may be of use to parents.
- We also hold transition meetings between class teachers at the end of each school year and annual review meetings regarding children with SEN.

Transition to Secondary School

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

What the school provides

- We meet with the relevant member of staff at the secondary school prior to transition to discuss further the needs of the children.
- We also pass on information from the child's individual SEN folder, which includes IEP's and assessments.
- During the summer term, before transition to high school, visits can be made by children and their families in order to familiarise themselves with the high school layout and some members of staff that they will be working with.
- Depending on the need of the child additional visits to the setting may be appropriate with the support of a Teaching Assistant from our school.

- 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

- We offer childcare before and after school through an independent company based in school. This is from 7:30am to 6:00pm. This is available to all children.
- External agencies do at times use our school for activity weeks in the holidays, which are offered to our families, in particular SportsCool. Holiday activities are also signposted on our school website.
- We pride ourselves on our family atmosphere and so try to ensure all our children feel welcome and make good friends.
- We run lunch time clubs as well as after school clubs.
- We offer a wide variety of extra-curricular clubs and activities for all of our children, for example, football, athletics, Makaton, Coding-Club. All staff, including support staff, run these at no cost to the families. We also host clubs from external agencies, including SportsCool. These incur a charge, however, we are mindful of cost and try and ensure they are not too expensive, and often subsidise them as a school. All clubs and activities are inclusive, however some are naturally age specific to keep numbers manageable, to maximise enjoyment and also ensure the content and delivery is appropriate.
- We organise a wide variety of both class trips and whole school trips throughout the school year including to Pantomimes, farms and local places of interest, such as Hoghton Tower.
- We pride ourselves on being a friendly, welcoming school. We know our children and families well and any friendship issues which inevitably occur are dealt with quickly and professionally.
- We also use circle time, reflection time and daily Liturgy and Prayer to discuss issues and come together as a school family.
- Our Year 6 children are ‘Big Friends’ to their ‘Little Friends’ in Reception. Each child in Reception is given a Big Friend that they meet up to share games and stories; this helps with transition into school and encourages positive relationships.