

**SEN and Disability**

**Local Offer: St Oswald’s Catholic Primary School**

**School No:** **09038**

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| **Accessibility and Inclusion** |
| What the school provides  The school is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that most doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There is also an access ramp with a bright yellow rail fitted outside the upper infant classroom. 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.  Information is available on the school website and a community noticeboard in addition to regular newsletters. Information Is communicated with parents and families via school messaging services and can be adapted to suit a family’s needs. School also operates a text messaging system for alerts to parents.  Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Furniture can also be adapted as necessary. All classrooms are equipped with a visual timetables and visual resources.  The school has a fully accessible ICT suite with high visibility keyboards available for use by pupils with a visual impairment. Materials can be adapted if necessary to facilitate easier reading. Chromebooks are also available for use by pupils with SEN. |

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| Teaching and Learning |
| 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.  The class teacher and the SENDCO assess and monitor the children’s progress in line with existing school practices.  The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support. This includes providing access to appropriate training.  The assessment of children reflects as far as possible their participation in the whole curriculum of the school and bespoke assessment strategies are used.  The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.  Where appropriate, a more detailed assessment may be sought from a specialist teacher, Educational Psychologist or a member of the IDSS support staff.  Each class has the benefit of at least one Teaching Assistant. These teaching assistants can be deployed to work with a particular child under the direction of the teacher. However school will also try to ensure that no child becomes too dependent on a teaching assistant as independence in learning and the development of self-help skills are crucial.  Where children may have a particular medical need eg epilepsy, a detailed care plan will be drawn up in consultation with the school nurse, parents and other medical personnel. All teaching staff have received first aid training. In addition, members of the school support staff have experience in dealing with pupils with particular SEN and disabilities eg ASD and VI.  When sitting examinations, children with SEN can be supported 1:1, 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 school’s tracker also tracks progress and provides data monitoring for pupils who are in receipt of Pupil Premium as well as pupils with SEN. |

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| **Reviewing and Evaluating Outcomes** |
| What the school provides  Parents contribute and take part in Annual Reviews when an EHC (education healthcare plan) plan is in place and receive copies of all relevant paperwork concerning their child. Pupils are also asked to contribute to the review.  Termly IEP’s (individual education plan) will also be produced depending on the circumstance and pupil ensuring the targets are personalised and SMART (specific, measurable, agreed, realistic and time bound). School also operates an Open-Door policy with regards to any concerns a parent may have and has communication systems between families and class teachers.  Pupils’ progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map. A detailed report on the provision and progress of SEND pupils is also provided annually to the school’s Governing Body. |

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| **Keeping Children Safe** |
| What the school provides  The Head Teacher carries out Risk Assessments where necessary.  Should a handover be required then an appropriate member of staff (a teacher or TA) will meet the parent and child at the front door in the morning and will receive any relevant information. The same procedure can happen at the end of the school day.  There are always 2 members of staff on duty during break times, but should a child require additional 1:1 support this can be provided by the provision of an additional TA. There is also a senior member of staff on duty at lunchtimes as well as an additional lunchtime welfare assistant who is employed specifically to look after the needs of those children with SEND.  Parents can access the Anti-Bullying Policy on the school website or a hard copy is available from the school office. |

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| Health (including Emotional Health and Wellbeing) |
| What the school provides  It is school’s policy not to administer medicines unless there are extreme circumstances. Parents are therefore asked to come into school to administer medicines themselves or make arrangements for someone else to do so.  In line with the guidance published in April 2014 ‘Supporting pupils at school with medical conditions’ if a child’s continued absence is due solely to medication needs, discussions will be held with parents and arrangements for the medication to be administered in school will be drawn up. This will form part of a care plan. Care plans, drawn up in consultation with the school nurse and any other medical personnel, are passed on to the relevant class teacher and the master copy is kept in SEN records.  All 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. In addition, epilepsy, Epipen and other appropriate training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required. |

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| **Communication with Parents** |
| What the school provides  The website contains details of all staff currently employed by the school. Where a child may need 1:1 support the relevant TA will act as an initial point of contact with parents and will meet with them regularly.  The school also operates an Open-Door policy and has 2 formal parent evenings  a year to provide opportunities for parents to discuss the progress of their child.  For parents of a child with SEND holding an EHC plan an annual review is also an important part of the process of communicating with Patent.  All children on the SEN register (including those with and EHC plan) will have a termly IEP meeting with the class teacher to discuss the progress of their child, targets moving forward and provisions that will be in place for their child.  A parent questionnaire is also provided for parents to record their views and  suggestions.  There is a school Open Evening in October when parents are invited to view their children’s work and discuss general aspects of the school curriculum with staff. |

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| Working Together |
| What the school provides  Children in Key Stage 2 have the opportunity to discuss their concerns with their year group representative from the school council. Any infant child with concerns can speak to a member of staff at any time as well as their school council representative. New starters into EYFS are buddied up with a year 6 child to help them settle in.    The senior leadership team of the school hold regular meetings with the children to discuss any issues. Children also complete an annual pupil attitude questionnaire.  There is an election for a parent governor every 4 years and any parent can be nominated. One of the Foundation governors is also a parent.  The link governor for SEN meets with the headteacher/SENDCO on a termly basis to discuss any developments pertinent to SEN and other issues e.g. the new Code of Practice. An annual report is also drawn up for governors which charts the progress of children with SEN as well as ensuring that school is still meeting their needs. The finance committee also consider the provision of these children when approving the school’s budget.  All parents and children sign a home school agreement which outlines the expectations and outcomes which the school will provide as well as asking for parental consent in order to achieve these. The agreement can be adapted for children with SEN if this is regarded as appropriate.  All children with an EHC plan will have an annual review when parents/carers/ school  staff and outside agencies come together to discuss progress over the year, the impact and outcomes of any support and the opportunity to air any concerns. The child may also attend this review and discuss what their feelings are about the provision in place. |

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| What help and support is available for the family? |
| What the school provides  Any parent who needs help with any aspect of paperwork and filling in forms is positively encouraged to come into school and discuss this with the headteacher. Time will always be set aside for this. We also have additional help from staff from the local children’s centre who are often able to give more practical support such as signposting local services etc.  If a child requires before and after school care we are able to provide this in school. If there are any other difficulties concerning transport the headteacher is always available to discuss any viable options |

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| Transition to Secondary School |
| What the school provides  We have very strong links with the local Catholic high school. The high school SENDCO attends all transition and statement review meetings and is able to discuss the needs of children and what provision is available for them.  In the summer term before transition visits can be made by children with their families or with a member of the school staff in order to familiarise themselves with the high school layout.  There is a strong buddying system in place in the high school which helps considerably with transition. |

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| Extra Curricular Activities |
| What the school provides  All children have access to before and after school provision at St Oswald’s Catholic Primary School.  There are a variety of clubs that take place after school that are open to all children. These include choir, maths challenge, football, computing, sports clubs, science club, reading club, gardening and gymnastics. These are usually run by school staff or coaches from Chorley Sports Partnership and are free of charge or for a small donation. In addition, a number of outside providers offer activities. All the clubs are inclusive dependent on the age of the child.  We encourage all children to take part and have staff available if they are needed.  The school positively encourages friendships across all age groups. The mixed age classes also mean that children get on very well together. Children in year 6 are classroom prefects for the younger children and are able to help them with developing and maintaining friends. |

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| Feedback |
| What is the feedback mechanism  Feedback can be given verbally or in writing via a number of routes. This can be to the class teacher, the bursar or via the deputy or head teacher. The option to speak face to face via our open-door policy, send an e-mail, use the school messaging service or call the office are all available.  Feedback will be taken on board and investigated where necessary. Feedback will be given promptly and usually in person or via a phone call unless a formal response is requested. |