SEND and Disability

Local Offer: St Oswald's Catholic Primary School

School No: 09038

Lancashire County Council

www.lancashire.gov.uk

Accessibility and Inclusion

The school provides the following:

The school site includes a range of accessibility adaptations to support pupils, parents and visitors with mobility needs. 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. Information is communicated with parents and families via Class Dojo/email and can be adapted to suit a family's needs.

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.

Pupils have access to Chromebooks, iPads and other assistive technology where appropriate. Learning materials can be adapted to support individual needs.

The school's Accessibility Plan is available on the website.

Teaching and Learning

The school provides the following:

High-quality adaptive teaching is the first response to meeting pupil need. Teachers use a range of strategies such as scaffolding, visual resources, pre-teaching, overlearning, adapted resources and assistive technology where appropriate.

St Oswald's Catholic Primary School is committed to meeting its duties under the Equality Act 2010 and makes reasonable adjustments to ensure pupils with disabilities are able to access all aspects of school life.

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 SEND and disabilities, for example, Autism Spectrum Disorder and Visual Impairment.

When sitting examinations, children with SEND can be supported. Where appropriate, pupils may access statutory assessment arrangements in accordance with national guidance

The SEND 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. School assessment and tracking systems also track progress and provides data monitoring for pupils who are in receipt of Pupil Premium as well as pupils with SEND.

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 SEND Support Plans 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 SEND are monitored also on the Provision Map. A detailed report on the provision and progress of SENDD pupils is also provided annually to the school's Governing Body.

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.

Health (including Emotional Health and Wellbeing)

What the school provides

Medicines are administered in accordance with the school's Administering Medication Policy. Relevant staff receive training to administer emergency medication where required.

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 SEND 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.

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 offers two parent consultations meetings each year (Autumn and Spring). In addition, an annual report is provided in Summer Term.

For parents of a child with SEND holding an EHCP an annual review is also an important part of the process of communicating with parents.

All children on the SEND register (including those with an EHCP) will have a termly SEND support plan review 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.

In addition to the above, you may make an appointment with the class teacher or SENDCO at any time.

For further support parents can contact Lancashire SEND Information, Advice and Support Service (SEND IAS)

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 (Gardeners and Seeds initiative).

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.

The link governor for SEND meets with the headteacher/SENDCO on a termly basis to discuss any developments pertinent to SEND and other issues. An annual report is also drawn up for governors which charts the progress of children with SEND 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 SEND if this is regarded as appropriate.

All children with an EHCP 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.

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

Transition to Secondary School

What the school provides

We have very strong links with the Holy Cross Catholic Secondary School. The school SENDCO attends all transition and EHCP review meetings in Year 6 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 to familiarise themselves with the high school layout. Enhanced transition arrangements will be put in place where required to meet individual needs

In addition to this, all children visit the local high school for experiences like a science day so that they have further experience of the setting.

There is a strong buddying system in place in the school which helps considerably with transition.

Extra-Curricular Activities

What the school provides

All children have access to before and after school provision at St Oswald's Catholic Primary School.

A range of clubs and enrichment activities are available throughout the year.

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. Year 5 children are trained to be playground leaders, and they support positive play with the younger pupils at lunchtime.

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.