

## OUR LADY & St. EDWARDS CATHOLIC PRIMARY SCHOOL

### Special Educational Needs and Disabilities (SEND) – Local Offer

Under the new SEND Legislation 2014 we are required to publish information with regard to our provision on our school web-site.

If you have any comments or queries regarding the information below please contact us via the link form on this web-site.

#### 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 (e.g.; ancillary aids or assistive technology?)

#### What the school provides:

- Wheel chair access to all parts of the building
- Wheel chair access to the building via the front door
- Accessible car parking spaces, requiring adult supervision
- Disabled toilet facility
- Medical Room with medical couch

## 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:**

- Termly meetings with parents to review individual progress
- Termly assessment where SEND needs are assessed and updated
- Weekly monitoring of 1:1 provision for children with SEND
- SEND Teaching Assistant support in each classroom for both 1:1 support and group support
- Appropriate training for Teaching Assistants, dependent on needs of individual children
- Teaching Assistants experienced in teaching phonic skills to SEND pupils
- Teaching staff and Teaching Assistants experienced in teaching children with specific and complex learning difficulties
- External support from the Local Authority Inclusion & Disability Support Service (IDSS), where necessary
- Educational Psychologist assessment and support, where necessary
- Special Education Provision Map, updated termly, identifying individuals' level of support
- Appropriately differentiated arrangements for pupil assessment at each Key Stage

## 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:

- Termly meetings to review progress and needs in relation to Statements of Special Educational Needs and Education, Health and Care (EHC) Plans, involving parents and external agencies (where appropriate)
- Annual review meetings for pupils with Statements of Special educational Needs, involving parents and external agencies (where appropriate)
- Annual review of SEND Provision

## 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 carried out by school staff, in consultation with external agencies/Health & Safety specialists, where appropriate
- Termly review of risk assessments relating to individual pupils as part of termly review process
- 1:1 handover of pupils, where appropriate, at the start and end of the school day
- Home/school liaison diary, where appropriate
- Additional support at break and lunch times, determined on an individual basis, according to need.

- Additional support for specified areas of the curriculum, eg. PE and for Educational visits, as required.
- Policies in relation to Equality, Behaviour and Discipline (including Bullying), available on the School Web-site

### **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:**

- We are able to administer medication for long-term or life-threatening conditions, but not general medicines or treatments
- Medicines are stored securely
- Administration of medicines in school requires written instructions and permission from parent/guardian, confirmed by a medical practitioner
- Close liaison with parents and health care professional in drawing up an appropriate Care Plan
- Appropriate training for staff to deal with particular needs and emergencies e.g. Use of Epi-pen
- Contact with parents and emergency services in case of emergency

## 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**

- Contact is available throughout the school day via the school office, in person, by telephone or email (8.30am – 4.30pm)
- Contact with class teachers by appointment, except in an emergency situation when an appropriate contact will always be located
- Regular termly meetings with parents
- Additional appointments where necessary to deal with specific issues or difficulties that arise
- Parents are invited to provide feedback at each termly review
- School web-site provides up to date information about school staff
- Rather than through an Open Day, parents are invited to contact the school for an appointment with the headteacher to visit and look around
- All new parents are invited to an induction evening in the May prior to their child entering the Reception Class in September

## 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**

- The school has a school council including representatives from each class
- All parents are invited to a briefing session by their child's class teacher at the start of the new academic year
- An annual questionnaire is provided for parents to provide feedback and to have their say about their child's education
- The governing body includes 2 parent representatives who are elected every 4 years
- All parents are invited to assist as adult volunteers, either in class, with educational visits or extra-curricular activities
- The governing body includes a governor with special responsibility for SEND, who is available to be contacted by parents, through the school
- Our home school agreement is aimed at all pupils, including those with SEND. It is available on the school web-site

### **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 and paperwork is available on request from a member of the Senior Management Team, via the school office
- Advice in relation to SEND is available from the Special Educational Needs Co-ordinator (SENCO)
- Special Educational Needs in relation to transport are supported by the SENCO

### **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 work very closely with parents and high schools in the year approaching transition to KS3
- We have a very close relationship with Our Lady's Catholic High School to which most of our pupils transfer
- Additional visits are arranged for SEND pupils prior to transfer as well as a transition meeting with the high school SEND co-ordinator

## 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 have a before and after school club offering care facilities for pupils of working parents. There is a charge for this facility. Details can be obtained from our web-site or the school office
- We offer a range of extra-curricular activities including sport, arts, music and reading, some of which are provided free of charge and others involve a fee. Parents are notified each term of availability. These activities are open to all pupils
- The reception class children have an older KS2 buddy with whom they pair during the year for a range of activities