



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St Edmund's Catholic Primary School**

School Number: **08/050**

School/Academy Name and Address	St Edmund's Catholic Primary School, Windrows, New Church Farm, Skelmersdale, Lancs. WN8 8NP
Telephone Number	01695 724798
Website Address	www.stedmundswestlancs.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No
What age range of pupils does the school cater for?	4-11 years plus Nursery class
Name and contact details of your school's SENCO	Mrs Elaine Williams 01695 724798 ew@st-edmunds.lancs.sch.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

St Edmund's Catholic Primary School is fully accessible and inclusive of all, including those with additional needs such as wheelchair requirements.

There are two disabled parking spaces in the car park closest to the entrance for the use of visitors. All curbs are dropped for wheelchair and pram access. There is a disabled toilet and shower room accessible to parents, visitors, staff and children where appropriate. Each of the classroom exit doors are fitted with an appropriate ramp / exit.

Information is shared in our regular newsletter that is also displayed on our external notice board and in the main entrance foyer of the school. We have the teacher to parents texting service. School foyer and notice board has information sent through from the LEA and Local providers and some of this information is accessible to families with English as additional language. All of our relevant policies are available on our website. Displays throughout the school are accessible to all children and visitors as well as staff. Children throughout the school are taught using visual, audio and kinaesthetic aids where deemed necessary to push children's learning on and allow at least good progress to be made each academic year.

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

St Edmund's Catholic Primary School monitors the progress of every child in Reading, Writing and Mathematics as well as R.E., ICT and Science. Each teacher uses personalised targets for children which are agreed between the pupil and the teacher. Children who do not make expected progress are closely monitored and provision is put in place to allow interventions to take place and progress to be made. We implement provision mapping of TAs which is updated each half term after discussion with teaching staff and IEP evaluations. Where progress is still not made, St Edmund's uses personalised programmes of support and intervention, whether on a 1:1 basis or in a group with highly skilled Teaching Assistants.

We have a nurture group that has been set up for those children who have been identified by teachers or parents. These children are not necessarily on our SEND register but have been highlighted by teaching staff as needing some short-term support. This is reviewed each half term. We have half termly progress meetings where all teaching staff meet together with the SLT to discuss individual and group progress.

When children first start at our school we use information from transferring nursery/school, parental information and family history, to ensure that we are aware of the needs of the individual child.

Within the classroom, teachers are able to personalise learning to meet children's needs through differentiation of work, visual aids, word banks, multiplication and 100 squares, using objects such as multilink and also using ICT where appropriate.

Children are able to access the curriculum and develop independent learning across all classes. We have a very favourable adult to pupil ratio which we

believe helps to support the learning of every child.

Where necessary we involve external agencies such as the School Nurse, Health Visitors, local GP, Educational Psychologists, Specialist Support Teachers and Inclusion Teachers. All staff have been trained in how to use an inhaler and an epi pen and how to meet the needs of children with epilepsy. Staff also attend training courses throughout the year in order to keep their knowledge current and relevant. Staff who support children with SEN are supported themselves through our Senior Leadership Team and our SENCO. Arrangements for SATs tests are made in advance in accordance to government advice as expressed on their website. Those children who need readers etc during SATS are appointed one and there is room within school to accommodate them during the week. If a child needs extra time or green paper for SATs this is applied for at the set time. If a child needs to be disapplied due to their SEND this is also done.

Our provision mapping illustrates the range of support provided to our children, from 1:1 sessions to group work, focussing on personalised targets. Assistance is also provided in terms of booster and intervention groups and where a child has a Statement of Special Educational Needs or an Educational Health and Care Plan, appropriate levels of support, including that of an adult or aids in the classroom, are provided.

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

The SENCO invites all those involved with a child with a statement of Special Educational Needs to the annual review meeting. Parents and TA complete their feedback sheet prior to the meeting and this is circulated at the meeting for consideration. We encourage the child to come to part of the meeting to share their views.

Before the age of five, children are referred through Health Visitors to access different levels of support as required. Beyond five, we produce Individual Education Plans for children who are not making expected progress. Each term parents are invited into school to discuss their child's IEP targets with the teacher. Evidence collected during the term is used to show parents how the

child has made progress towards the targets. The headteacher and Learning Mentor are also available by request. The IEP is evaluated and new targets set after being discussed. The child also has time set aside to discuss their targets and if they have met them. The targets set are SMART and reflect the child's needs at that time.

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

Health & safety risk assessments are reviewed regularly on a rolling program and shared with Chair of Health & Safety Committee. Risk assessments are done in line with LEA and school policy and are monitored by the SLT. During the planning stage of any educational visit a risk assessment is completed using Evolve software. The senior teachers who lead the trip have the responsibility to carry out a risk assessment with support from the school's EVC. Any risk assessment submitted on Evolve has to be authorised by the Head Teacher. If there are concerns regarding the safety of a child with additional needs outside the classroom then this will be discussed before the visit resulting in appropriate measures put into place if deemed necessary

The school car park is used for the small minority of our parents who use a car to pick up their children. The car park is separated from the walkway by a metal fence. There are separate gates for pedestrians and vehicles.

Class teachers welcome the children into the class at the start of the day and are available for brief informal discussions with the parents. Any more in-depth meetings are referred to the headteacher or the Learning Mentor. The class teachers supervise the children at home time and again are able to talk with the parents about any issues that have arisen through the day. At the top end of the school, some parents inform the teacher that their child is able to walk home unaccompanied.

Parents of children in our Foundation Stage are given a card that identifies them as the person to pick up the child. Parents are encouraged to contact the school if the person picking up their child will not have the card with them.

During lunchtimes the children are kept safe and happy by our team of Lunchtime Welfare Assistants. These members of staff are clear in their roles and receive regular training in first aid as well as playground games and our Restorative Approach.

The access gates to the school are locked during the day to ensure that the school grounds are secure.

Children are trained as peer mediators and are confident of our Restorative Approach. Our SEAL work regularly discusses issues associated with bullying and the children are confident that they can identify and prevent it if necessary. An anti-bullying policy is on the school website & parents can request hard copies from the school.

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

Parents of children who require medication in school during the day are requested to fill out a medication form. The Learning Mentor and SLT are able to administer prescribed medicine to children once the form has been completed. If no medication form has been filled out or the medicine is not prescribed, parents must administer the medicine themselves. Medicines are kept in the fridge in the school office, away from any area children are able to access.

Asthma inhalers are kept in the classrooms and the children are made aware of their location. Older children are encouraged to look after their inhalers themselves and use them as necessary. Younger children are supervised when using inhalers and the spacers. Parents are asked to ensure that inhalers are not empty and are not out of date.

If care plans are required, parents will be directly involved in creating the care plan alongside the SENCO and with advice from the doctor who diagnosed the condition. This information is usually relayed to school through a letter sent by the child's doctor or school nurse team. Care plans are placed in the staffroom, kitchen and in the relevant classroom related to the child. All staff are informed of changes to any care plan as and when they arise.

We have sufficient staff trained in first aid and paediatric first aid to ensure that there can always be two first aiders attending a serious incident. All staff are trained to deal with children with epilepsy and additional training is provided as medical needs

are identified.

Our Learning Mentor will provide vulnerable children with an opportunity to talk when they request it and our Teaching Assistant responsible for the Nurture groups is able to make time for individual children. This allows children to express concerns they have in a caring environment and also allows children to feel safe and happy at our school, with emotional issues being resolved quickly and sensitively.

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

At St Edmund’s we make communication with parents a priority. All staff are available to welcome the children in and discuss issues with the parents informally. The headteacher is available to discuss any more in-depth or confidential matters at the start and the end of the school day.

The school website has a list of all staff with their role within school and all staff wear name badges to help identification. The website also has a list of all governors and their roles in the running of our school. Parents can contact the governors via the school office.

Parent/teacher consultations are held each term in order for the teachers to celebrate achievements and suggest ways to increase progress. Parents are provided with a formal written report towards the end of the year and a shorter mid-term report in February. There is a section on the report for feedback from parents.

During Parent/teacher consultations the headteacher and the Learning Mentor are available for the parents. Parents are encouraged to fill in a questionnaire at the October parents evening and the results are analysed by the SLT and shared with the whole school community.

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

St Edmund's has an active school council with two children from each year group representing the children of our school. We have three housepoint teams with elected captains who also sit on the school council. The school council are involved in decision making processes and in OFSTED / RE Inspections by welcoming and answering questions. The school council is allocated a budget each year and decide on the priorities for spending.

Parents are welcomed into classrooms through an open door policy to discuss their child's education. We have a parent governor on our Governing Body who was voted in by the parents in our school. We have a named governor for SEN who is able to come into school on a regular basis to work alongside the class teachers. Many of our parents and governors are able to help in school regularly in order to see our day to day processes at first hand.

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

Our school website is updated on a regular basis and contains newsletters and all information about the curriculum, units covered and policies. Our website is available at www.stedmundswestlancs.co.uk. We have a school travel plan and promote walking to school through assemblies and classroom activities.

Our Bursar is able to assist parents in filling out forms to do with their child's education such as applications for secondary school etc.

Our Learning Mentor is experienced in helping parents get support they need and

accessing help at the right time. We work closely with the parish and other organisations to support our vulnerable families. We have a breakfast club before school and are able to work with our families to support their children getting to school on time.

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 our local secondary schools with many opportunities for our children to work with High school teachers both at our school and at the Secondary school. From Year 3 upwards, days are provided for children to experience the high school for a day on D/T, Science, and PE. Our Year 5 and 6 classes attend open / taster days at the high school regularly. The local Catholic High School, Our Lady Queen of Peace, offers Y5 & Y6 pupils Summer School. Our Year 6 teacher meets with the Transition co-ordinator and Senior Leaders at the High Schools in order to pass on information regarding ability but also pastoral information. The teacher ensures that friendship groups are kept together and children are able to begin Y7 with some familiar faces. The chaplain at Our Lady's is a regular visitor to our school and leads Collective Worship for us. She also ensures a smooth transition by speaking to Y5 and 6 about any concerns they have regarding moving to High School.

Information of open days to various secondary schools is displayed in the school porch and also put onto the weekly newsletter.

For children with Special Educational Needs a separate transition plan is put into place to allow the move to be as smooth as possible. This might include the SENCO at the secondary school being invited into St Edmund's to meet the child or day visits for the child to attend the secondary school. If a child has a statement then the SENCO is invited to attend the annual review meeting so information can be shared and a plan can be put into place.

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

At St Edmund's, we pride ourselves in the amount of activities we provide for the children in our care. We have a Breakfast club, which runs from 08:15 – 08:50, when children are then escorted by a member of staff to their classroom to start the school day. Whilst we don't have after school childcare, we offer a variety of after school clubs for children from Year 1 upwards. Clubs offered include: football, rugby, netball, handball, dance, art & craft, gardening, chess, choir, sports club, science club, Spanish, boxercise, reading club and homework support. These clubs are mostly provided by the staff of the school and are all free for the children. The children are invited to clubs appropriate for their age, and provision is put in place for any additional needs. KS1 & KS2 children have access to Holiday Clubs through the local cluster of primary schools called SHARES. The Holiday club takes place in every school holiday except Christmas. The charge is £40 for 5 days. New children to our school are allocated a 'buddy' to help them to find their way around and to settle into our routines. Both playgrounds have 'friendship stops' where children can go if they want someone to play with.