



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St. Mary's Church of England Primary School, Rawtenstall**

School Number: 14018

<b>School/Academy Name and Address</b>	<b>St. Mary's CEP School</b>		<b>Telephone Number</b>	<b>01706 216407</b>
	<b>Haslingden Old Road</b>		<b>Website Address</b>	<b>www.st-marys-ce34.lancsngfl.ac.uk</b>
<b>Rawtenstall</b>				
<b>BB4 8RZ</b>				
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
<b>What age range of pupils does the school cater for?</b>	<b>4-11 years</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs Suzanne Lord</b> <b>slord@rawtenstall-st-marys.lancs.sch.uk</b>			

<b>Name of Person/Job Title</b>	<b>Mr Neil Gurman (Head Teacher)</b>		
<b>Contact telephone number</b>	<b>01706</b> <b>216407</b>	<b>Email</b>	head@rawtenstall-st-marys.lancs.sch.uk

<b>Please give the URL for the</b>	
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<b>direct link to your school's Local Offer</b>	<a href="http://www.stmaryscep.org.uk/">http://www.stmaryscep.org.uk/</a>		
<b>Name</b>	<b>Mrs Suzanne Lord</b>	<b>Date</b>	<b>27/04/2020</b>

**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## **Accessibility and Inclusion**

### **What the school provides**

The school was built in 1995 and is wheelchair accessible. The school is built on one level and to certify all access for pupils and parents with disabilities the school has ensured that all doorways and entrances are wide enough to accommodate a wheelchair if necessary. There is a disabled parking space available with a ramp down to school level. All information is available on the school website in addition to regular newsletters. On entrance to the school there are pictures of all teaching and non-teaching teaching staff along with their names and areas of responsibility. Information can be translated by bi-lingual teaching assistants and school offers an open door policy for any parents/carers whom may have any concerns or who require additional support. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Raised writing boards, coloured photocopies and covered overlays are offered to children who may have additional needs. Interactive white boards are installed in all classes including the school community room and ICT suite. I-pads and laptops are available for pupils with SEN or additional needs in addition to headphones, a variety of audio resources and virtual reality headsets. Bi-lingual support is offered to any children with English as additional language and at least one teaching assistant is placed in each class along with a number of volunteers.

## Teaching and Learning

### What the school provides

The School's system for observing and assessing the progress of children will provide information about areas of the curriculum where a child is not progressing satisfactorily even though work has been differentiated. The school will follow the assess-plan-do-review procedure when working alongside any children with additional needs. Class teachers will make an initial assessment that an individual child is not learning as effectively as possible. At this time the class teacher (with documented evidence such as children's work, class assessments, provision maps etc) should consult with the SENCO to consider further strategies.

When a class teacher and SENCO identify a child with SEN the class teacher should provide interventions that are additional to and different from those provided as part of the usual differentiated curriculum, this will be tracked by the SENCO on termly provision maps and the child will be included on the SEN register. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. At this time the parents of the child concerned will be informed and a meeting will be arranged to discuss the main issues. Additional information may be collected from the parents such as what they have observed at home and what their child's main weaknesses and strengths are at home. The class teacher in collaboration with the SENCO/Headteacher may do this.

An individual education plan (IEP) should be started.

The SENCO together with the class teacher will decide on the most appropriate type of action needed to help the child progress. This may be extra adult support in class such as a Teaching Assistant (TA) or additional resources/learning materials, the impact of which will be monitored and recorded on the termly provision map.

Each class has the benefit of at least one Teaching Assistant and the school is fortunate to have two Bi-lingual assistants and two Higher Level Teaching Assistants. All support staff are first aid trained and have attended a variety of courses enabling them to support children with SEN and additional needs.

When sitting examinations children with SEN (statement) can be supported 1:1, have timed breaks, be granted additional time, sit exams in a quiet setting or in a small groups to aid concentration.

The SEN provision map records the type of intervention a pupil is receiving, the duration and where it is taking place, the pupils' progress throughout the school and records on how much progress individuals make following the intervention.

## Reviewing and Evaluating Outcomes

### What the school provides

Parents and carers contribute and take part in Annual Reviews for children with Statements or Education, Health and Care Plans. Parents receive copies of all relevant paperwork and information concerning their child. Pupils are also asked to make a contribution to the review alongside the entire leading professionals that have made a contribution.

IEP's are looked at by the SENCO and Class Teacher at least termly depending on the circumstance and pupil. Parents are invited into school to review their child's targets and are given opportunities to express any worries or concerns regarding their child's progress. The evaluated and updated IEP will be sent home and parents will be asked to sign stating they have received the IEP and if they wish leave any comments. Pupils will also be given a copy of their IEP so they are fully aware of their targets, this IEP will be kept in school. The Class Teacher will track IEP targets throughout and evidence will be collected as to when children has achieved their target.

The school holds a termly assessment week which assesses children's abilities in reading, writing and numeracy. Results are presented on the Lancashire Tracker where the teacher and SLT can track all children's progress. The SENCO will look closely at SEN progress and together with the Class Teacher discuss if any action/intervention is needed.

Provision Maps are completed by the SENCO termly which outlines any interventions taking place for children with or without SEN. The Provision Maps include what intervention is taking place, what the intervention entails, where and when the intervention is taking place, which children are completing the intervention and who the leading professional is. The SENCO will evaluate the children's progress and monitor whether the intervention has been successful or not. The Provision Map will be up dated termly.

## Keeping Children Safe

### What the school provides

The Head Teacher carries out Risk Assessments where necessary. Class Teachers may also carry out Risk Assessment which will then be authorised by the Head Teacher.

There are different designated pick up areas around the school for KS1 and KS2. A handover is required in KS1 and if needed in KS2 by teachers or Teaching Assistants. Parents are required to give named adults for Reception pick-ups and each child is assigned a key worker.

A teacher and Teaching Assistant supervise each play time and lunchtime staff supervises lunch time. A teacher from both KS1 and KS2 will meet on the playground before school and at the end of each lunch time to assist children safely back to their classrooms.

Support is available in every class (at least one TA per class) but in some classes may have additional adult support if required.

All members of staff have received up to date Safe Guarding Training and E-Safety Training. Fobs are given to members of staff to gain access into school and security buttons are used to exit the school. Visitors are asked to sign in the visitor's book on arrival, wear a visitors badge throughout the duration of their stay and sign out on their exit.

St. Mary's strongly promotes Anti-Bullying in school. School partakes in numerous Anti-Bullying weeks with many assemblies and activities in which all children contribute to. KS2 buddies are assigned to KS1 children encouraging children to be co-operative with each other and ensure all children have friends and are not alone. Parents can access our school's Anti-Bullying and Health and Safety policy on the school website or a hard copy will be given on request.

## **Health (including Emotional Health and Wellbeing)**

### **What the school provides**

All medication is kept in a locked cupboard in the schools office. Medication is labelled with the child's name, year group and use by date. Parents are encouraged to administer their child's medication but if they are unable to do so school will follow Lancashire County Councils policy on administering medication. Parents will be asked to fill out a form with details of dosage and frequency and will sign authorising for the Head Teacher to administer to their child.

Care Plans are drawn up with the pupil and their parents, school nurse, SENCO and the child's teacher. Care Plans will also be shared with all other members of staff and any additional training will be offered. Class teachers will be given a copy of the Care Plan and a copy will be kept in SEN records.

All members of staff are first aid trained with Reception staff having additional paediatric first aid training. In case of a medical emergency a First Aid trained member of staff will be contacted in the first instance where they assess the child and make a medical judgement of what further action is needed. Parents will be contacted in any medical emergency.

Along with School Nurse the SENCO is also in regular contact with an Education Psychologist, Occupational Therapist and Speech and Language Therapist. All professionals will meet with staff and children discussing any issues or concerns and ensure all staff has the correct training to deal with children's particular needs.

We see children's emotional health as a priority; school displays a nurturing and caring ethos. Children participate in daily collective worship and are encouraged to join in fully with school life. Class assemblies, after school clubs, whole school competitions and events are available to all children. PSHE is taught weekly and school frequently revisits e-safety and anti-bullying lessons.

St. Mary's is a Healthy School and sustaining a healthy lifestyle is vital in our learning journey. We have a major focus on sport where children participate in at least two hours of PE a week. All children contribute to the 'Healthy Heroes' programme, completing different activities focussing on health and exercise in order to be awarded a final Healthy Heroes Award. Swimming is offered to children in years 5 and 6 and numerous free sports clubs are offered to all children as part of our after school/extra-curricular provision. In addition to this St Mary's access a weekly SEN PE lesson which is delivered by Burnley Football Club. This is delivered to identified pupils with SEND needs in school with the aim of developing gross motor skills, self-esteem, resilience and teamwork.

## Communication with Parents

### What the school provides

A school brochure is provided to any new or prospective parent/carer giving details of the day to day life of St. Mary's Primary School. The brochure will include names of all members of staff including their areas of responsibilities. A notice board is also displayed in the entrance to the school with pictures and names of all teaching and non-teaching staff, the schools website also contains these details therefore parents will know who to contact if they have any concerns about their child.

The school operates an open door policy where parents are welcome for informal chats without an appointment being made. Most teaching staff are available at the beginning and end of the school day where again there is an opportunity to discuss any issues a parent may have. If the teacher is unavailable then an appointment will be made through the school office. The Head Teacher is available by appointment to speak to parents if they wish to do so. The school holds two parents' evenings throughout the year alongside an end of term report in Autumn and Spring and an end of year report in the Summer.

Open days are available for existing and prospective parents in the Autumn term where parents are invited into school throughout the day, join in with lessons and meet with teaching and non-teaching staff. This is an excellent opportunity to see the day to day running of our school.

The school encourages any feedback from parents and are often asked to fill in questionnaires and report back formally and informally regarding anything that may have happened in school. Parents can also use Parent View on-line to leave comments about the school. Parents are kept up to date with the school calendar through regular newsletters, the frequently updated school website and also through text messaging.

Children who require an IEP, IBP or Play Plan will meet with the class teacher at least 3 times a year to review their plan and discuss the child's provision and set new targets. Children with an Educational, Health and Care Plan will have their plan reviewed annually where all professionals involved will meet to review the child's provision.

## Working Together

### What the school provides

There is a Pupil Council for pupils to contribute to and share their own views and thoughts. Members of the Pupil Council are changed termly giving children opportunities to experience being part of this initiative. Any other children who may have ideas, thoughts or suggestions are asked to make a note and post it in the Pupil Council box which will be opened in every meeting. Pupil Council meetings are



held half termly to discuss any issues and upcoming charity events.

Providing an open door policy, holding two parents evenings and constantly asking for formal and informal feedback from parents provides many opportunities for parents to express their points of view about their child's education. Parents are asked to attend and contribute to termly IEP reviews and annual EHCP reviews. During the Summer the Reception Class Teacher holds induction sessions for the new Reception class where parents are asked to stay and support their child. This gives opportunities for both children and parents to familiarise themselves with staff and the environment. Parents may wish to discuss any worries or concerns they may have.

Parents are offered opportunities to gain experience working with children and within the school environment through volunteering and being a parent governor. A number of parents are part of the governing body of the school, and serve as representatives of all parents.

## **What help and support is available for the family?**

### **What the school provides**

The Class Teacher, Head Teacher, SENCO or Bi-lingual Teaching Assistants can offer parents help with forms if this is required. Parents are provided with information, advice and guidance through the school by regular newsletters, coffee mornings, our updated websites and inviting parents to meetings and relevant INSET training.

The school has its own charity; Friends of St.Mary's and hold many fund raising events. Throughout the year the money collected helps families by subsidising school trips and providing children in school with activities and resources. Breakfast and after school club is available for all children are provided with a number of free after school clubs.

If a child requires a travel plan to get their child to and from school this would be dealt with by the SENCO and Head Teacher if required.

## **Transition to Secondary School**

### **What the school provides**

The transition between primary and secondary school will begin when children are in Year 5. Children are given opportunities to visit Haslingden High School and Alder Grange for a one off taster day. Children will also be given information about dates and times of all Secondary School open evenings if they wish to attend with parents.

The SENCO and the Year 6 class teacher will be in contact with the Secondary School SENCO to discuss any children with SEN to ensure all children receive a smooth transition from Primary to Secondary School.

## Extra-Curricular Activities

### What the school provides

St. Mary's operates a daily breakfast (from 8am) and after school club (until 6pm). These are available to all pupils.

After school clubs run most evenings after school from 3:30-4:30 which are free of charge to all parents. The clubs are available to all the pupils in the designated age range assigned to that activity and staff will ensure children are chosen fairly as numbers may be limited (e.g. if a child has previously taken part in that activity another child will be chosen to ensure all children are given opportunities to take part).

During play times and lunch times Year 5 buddies will be asked to help the member of staff on duty take care of the children, encourage children to play sensibly and make friends. Elected Year 6 sports ambassadors can support younger children with a number of activities on the playground.