



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **The Cathedral Catholic Primary School**

School Number: **01010**

Accessibility and Inclusion

- The school building is fully accessible at the front entrance.
- Access via the playground entrance at the rear is up a small set of stairs.
- The whole building is not wheelchair accessible due to a set of stairs which lead to 3 of the classrooms, the KS2 Library and the staff room.
- The office, school hall, 2 classrooms and accessible toilet are accessible by wheelchair.
- There are no accessible parking spaces.
- Some classrooms have carpet and window blinds to improve the acoustics and visual environment. The dining hall/sports hall has poor acoustics.
- All areas of school are well lit.
- All furniture is at standard school height. Some alternative seating is provided for pupils who require it.
- The school does not have any ancillary aids or assistive technology on site.
- School policies and correspondences are available in alternative formats upon request.
- We use visual aids on signs and labels in classrooms and around school where appropriate.

Teaching and Learning

- Pupils are identified as having SEND if they have a diagnosis of a specific SEN or disability or, are undiagnosed and require support/adjustments beyond reasonable adjustments within school. Identification may also occur through careful assessment, tracking and monitoring of attainment and progress.
- If necessary Specialist SEND teachers or Educational Psychologists are asked to complete assessments.
- Additional classroom support is provided by teaching assistants who work in small groups or on a 1:1 basis.
- Pupils on the SEND record, and pupils who require a more personalised curriculum have their needs outlined on a class adaptive teaching grids so all staff working with the class know the needs of the pupils. Some pupils may have Individual learning Plans (written on Edukey) detailing their specific requirements and outlining any necessary changes to the curriculum. Some pupils may also have High Needs Planning where significant changes to the curriculum are required.
- We use the Equals Curriculum as a support with or alternative to the National Curriculum under special circumstances for pupils which significant and complex needs.
- A range of resources are used to facilitate access to the curriculum, such as advised strategies from external agencies (e.g. EP's), technology (e.g. iPads) ASD Communication Packs, extra adult support.
- SEND training is delivered to staff at least once a term
- Additional training is made accessible to staff via the NASEN Whole School SEND website.
- Where more specific and ongoing SEND training and support is required external agencies are used for staff training. (e.g. local authority specialist teachers and advisors, Educational Psychologists, staff from local special schools)
- Access arrangements to SAT's in year 2 and year 6 are identified and arranged on an individual basis and follow the DfE access arrangement guidance.

- Individual Support Plans are created for pupils on the SEND register who need them and for any pupils who require fundamental changes to curriculum or who are having additional or different intervention to other pupils.
- Individual and small group interventions are planned by teachers, SENCO or Learning Support Mentors and delivered by teachers or teaching assistants.
- Reasonable adjustments made so that pupils can access learning are recorded on Adaptive Teaching Grids.
- All staff have access to a wide range of resources to help support pupils in their class with a range of needs.

Reviewing and Evaluating Outcomes

- All EHCP's are reviewed at least annually.
- These are carried out in line with statutory guidelines.
- Progress of pupils with SEND is monitored in line with school policy.
- Termly Pupil Progress Meetings are held with teachers and the senior leadership team.
- Internal tracking systems are used to highlight progress of individuals and identified groups.
- The school is required to measure progress for all students using nationally agreed standards and criteria.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time.
- Pupil and parent views are sought and recorded when reviewing and evaluating outcomes for SEND pupils.
- We use PIVATS as an assessment method to track and show progress of pupils making small steps of progress or who are working significantly below Age Related Expectations

Keeping Children Safe

- Where a risk assessment is required a meeting will be held with all relevant parties before a pupil starts school.
- Risk assessments will be carried out by the SENCo or the Headteacher.
- Handover in the morning is done in the playground. The rear entrance to school is open 15 minutes before the start of the day and parents are invited to come in to the playground and drop of their children.
- Handover at the end of the day is done at the rear entrance in the school playground.
- If necessary and appropriate alternative handover arrangements can be made.
- There are no official school parking place for pick-up and drop-off.
- Lunch time supervision is provided by school TA's.
- Lunch and break time supervision arrangements can be altered when necessary on an individual basis.
- All school trips are processed through the "Evolve" system. Risk assessments are checked by the EVC. The EVC regularly updates staff regarding procedures for school trips.
- Students with SEND take part in PE lessons. A TA is available to assist if necessary.
- School has a clear, inclusive and comprehensive safeguarding policy.
- The school anti-bullying policy is available on the school website.
- Hard copies of policies are available by request from the school office.

Health (including Emotional Health and Wellbeing)

- If a pupil has an ongoing health issues a Health Care Plan is jointly prepared and agreed with parents/carers, medical professionals if required, the Inclusion Manager and any member of staff of will be working closely with the child.
- HCP's are shared with staff where appropriate and necessary.
- Additional training for staff and/ or first aiders is arranged as required.
- The school does not have any health professionals or therapists in residence but we do have some that visit when necessary.
- We have two Learning Support Mentors who are available to provide extra support for children with their emotional health and wellbeing in a number of ways as well as supporting parents and families.
- We adopt a whole school approach to emotional regulation and emotion coaching, in which staff have training and ongoing support from an Educational Psychologist.

Communication with Parents

- All staff roles and contact details are listed on the school website and are available from the school office.
- We have an open-door policy in school and parents are welcome to make appointments to meet with staff.
- Staff can be contacted directly via their school email address from the school website.
- Alternatively, appointments can be made over the phone.
- We have one official open day during the school year.
- Parents are regularly invited in to be in school and see their children's work. (e.g. meet the teacher, Celebration of the Word assemblies, art exhibitions, parent's information evenings, etc.)
- School welcomes feedback from parents at any time and sends out an annual parental questionnaire.
- Parents' evenings are held twice a year.
- A progress report is sent home each term.
- Parents of pupils with SEND are regularly invited to meet with the SENCo and class teachers

Working Together

- Pupils are given a voice through the school council. The school council is actively involved in school life.
- Parents are welcome into school to discuss their child's education at any time.
- Parents are invited to participate in worship times, and special celebration days.
- Parent governor positions come up every 2-4 years.
- All parents are welcome to join the PTA.
- School is happy to offer advice and support for any parents on how to support their Childs education at home.
- School have close links with the parish community.
- School work with a large number of outside agencies to support pupils and families such as EP's Children's Social Care, Early Help Team, Lancashire SEND Services and Speech and Language team.

What help and support is available for the family?

- The school website contains information, advice and guidance for pupils and parents.
- For those unable to access the internet the school office will answer queries and advise who to contact for further help.
- The school can provide support for parents to fill in paperwork. If the forms are for SEND the SENCo will provide the support. For other types of paper work the office staff can provide support.
- The school, where possible, will provide appropriate support and advice for any family who requires it.
- Support for parents of pupils with SEND can also find further advice and support through the Lancashire County Council Local Offer page:
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Transition to Secondary School

- Support for transition to secondary school can be arranged on an individual basis. This can involve extra visits, social stories, buddies, meetings.
- Pupils with an EHC will have transition plans and support discussed at their year 5 annual review.

Extra Curricular Activities

- The school offers both a breakfast club and an after-school club (additional charges).
- Any lunch time activities are free of charge.
- Staff organise and run after school clubs each term. If the club requires extra resources or is run by an outside agency there can sometimes be a charge.
- No pupils are excluded from any club. Special support arrangements can be made if necessary.
- Children who are struggling to make friends can be supported in class by the teacher and can also be supported by the nurture worker. We also have a number of support programs in school that can be used to aid social skill development and friendship making such as Lego Therapy and Socially Speaking.

Feedback

- Feedback can be given via telephone, letter, email or via the school website contact form.
- Once we have received your feedback someone will contact you within 48 hours provided it is not a school holiday.
- Unless a request for a response in a specific format is received, a response will be given in the same format as the feedback.