



SEN and Disability Local Offer: Primary Setting

School Name: Knuzden St Oswald's CE Primary Academy
School number: 11515

School/Academy Name and Address	Knuzden St Oswald's CE Primary School		Telephone Number	01254 667222
			Website Address	www.knuzdenstoswalds.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
		X		
What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	Mrs Joanne Travis 01254 667222 Joanne.travis@cidari.co.uk			

Name of Person/Job Title	Mrs Joanne Travis SENDCO		
Contact telephone number	01254 667222	Email	Joanne.travis@cidari.co.uk

Please give the URL for the direct link to your school's Local Offer	https://knuzdenstoswalds.co.uk/key-information/send		
Name	Mrs Joanne Travis	Date	6.1.2026

Link to Lancashire County Council Local Offer	www.lancashire.gov.uk/SEND		
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Accessibility and Inclusion

What the school provides

- The building is on two floors. All teaching bases are on the ground floor and access to these and the playground is wheelchair friendly.
- There are two disabled toilets on the ground floor. All staff facilities, the school office, the ICT suite and the Bee Room are on the first floor. Provision can be made for children to access the ICT equipment and the Bee Room on the ground floor.
- Policies and procedures are located on our comprehensive school website. Information can be provided in different formats where requested.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. We have contrasting strips on the stairs and contrasting colours on the walls to assist the visually impaired.

Teaching and Learning

What the school provides

- As outlined in the SEND Code of Practice; 0 – 25 years 2014, early identification of SEN is essential. Children are assessed regularly and progress is tracked by class teachers and Senior Leaders to ensure that pupils achieve their potential. Where children are not progressing as expected, additional support is given.
- In-school or external assessment procedures can be carried out to identify specific special educational needs. When a specific need is identified, the class teacher and SENDCO will work closely with parents to ensure that appropriate strategies are put into place to support the child.
- 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. These small targets are gathered from the PIVATS documents.
- Good provision mapping allows for effective deployment of staff to meet children's needs.
- We have good links with external agencies such as School nursing team, Speech and Language Therapy and Educational Psychology and specialist teacher services which helps us to effectively support and facilitate access to the curriculum for pupils with SEND.
- Staff have access to general and specific SEND training through outside agencies and in-house professional development opportunities.
- Readers, quiet spaces and amanuenses can be provided to support pupils in SATS tests where appropriate.

- Provision mapping is tightly focused on meeting the needs of our pupils.
- We have Teaching Assistants who specialise in delivering focused intervention and speech and language.
- We have a dyslexia friendly phonics programme.
- We have dyslexia friendly strategies in classrooms e.g. buff backgrounds and teaching slides.
- We use adaptive teaching strategies including visuals to support all learners.

Reviewing and Evaluating Outcomes

What the school provides

- Reviews take place on a regular basis (at least annually) for pupils with EHC Plans, in line with the SEND Code of Practice 2014.
- Parents, the pupil and any outside agencies who are involved with the child are fully involved in providing input into review meetings.
- Interim reviews can be called at any time in the case of any issues arising for a child with an EHC Plan.
- Regular parents meetings take place to discuss and review Individual Learning Plans (at least termly).
- Pupil passports are used to ensure that pupil voice is heard and that strategies and provisions to ensure that the child can thrive are in place.
- Health care plans are devised when a child's needs arise in consultation with health professionals, parents and the child. These are updated annually.
- Good links with Health Agencies (including the school nurse, occupational therapy and paediatric services) enable us to provide appropriate support for pupils.
- Good links with the Educational Psychologist and Specialist Teachers enable focused support and provision to be made for pupils with SEND. The input from such professionals helps to inform evaluation of the effectiveness of provision.
- Children with SEND are assessed regularly. PIVATS are used to track academic pupil progress.

Keeping Children Safe

What the school provides

- Handover arrangement for pupils with SEND can be made where appropriate. These arrangements are individually devised according to the needs of the child (or parent).

- Supervision arrangements throughout the school day are individually devised to meet the needs of the child (this includes supervision outside of the classroom).
- Risk Assessments are developed for individual pupils and activities where necessary. Every effort is made to ensure that SEND pupils have the same access to the curriculum as all pupils.
- Policies and procedures (including those on anti-bullying) can be found on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

- Several staff are first aid, paediatric or outdoor first aid trained.
- Prescription medication for pupils with chronic illnesses or ADHD are kept securely in the school office.
- Inhalers for asthma are kept in the classroom in grab bags where the child has easy and quick access to the medication.
- Health care plans are drawn up in discussion with parents (and the child if appropriate) and medical professionals. Relevant staff are informed so that they are aware of the content of the plan.
- Children with complex medical needs have detailed how to help me plan contains relevant details of the child's medical condition, medication, allergies and any relevant emergency treatment. This would be provided to emergency services.
- In the case of a medical emergency, school staff would follow standard procedures – dial 999 for an ambulance and contact parents/guardians immediately.
- We have teaching assistants who are trained in the delivery of Speech and language therapy programmes
- In the case of specific medical diagnosis, all staff working regularly with the child will receive the appropriate training and where possible all staff in school will receive this training also.

Communication with Parents

What the school provides

- Our school website and school prospectus contain details of staff and their responsibilities.
- We have an Open Door Policy at our school.

- Parents can contact their child's class teacher, the SENDCO or headteacher using our messenger service or via telephone.
- Verbal reports are provided to parents at the end of each term and an evaluated ILP.
- We have three parent's evenings per year.
- Pupil Passports are shared with parents regularly.
- We have a new reception parents in the summer term.
- Exhibition days are held three times a year where parents can come in and see what their child has been learning during that term.
- Parent questionnaires enable parents to give their views alongside our evaluation system for events
- The school Facebook page shares lots of information about events and activities in school and class based activities are shared on both school and class story.

Working Together

What the school provides

- Pupils take part in the Pupil Attitude Questionnaire.
- Annual reviews and ILP reviews for children with SEND enable parents and pupils to have their voice heard.
- Exhibition mornings enable parents to get involved in their child's learning.
- Some parents and governors volunteer in school. We welcome such volunteers.
- Elections to the Governing Body are held when parent governor vacancies arise

What help and support is available for the family?

What the school provides

- Class teachers, the SENCO or headteacher will offer help with forms of any kind where required.
- Information is shared with parents through our two community noticeboards, the school website, school story on the Class Dojo app and our school Facebook page.
- We have a play therapist who supports in school one day a week.
- Travel Plans can be devised where appropriate.
- We work alongside other local agencies to which we can signpost families for early help and family support.

Transition to Secondary School Extra Curricular Activities

What the school provides

- Secondary Schools visit pupils in school and children have visits to their respective school clubs who provide after school provision who pick up from school. Some of these clubs who provide after school provision are devised individually to suit the needs of the pupil.
- We provide extra-curricular clubs which are sometimes run by outside agencies.
- ~~These support clubs outline the needs of the pupil, are passed on to the secondary school. Pupil passports are compiled by the pupil and parents to outline the pupil's current situation, opinion and aspirations for the future.~~
- Clubs are run for various groups of children, including KS1 and KS2. The needs of these clubs are outlined in the pupil passport.
- Transition reviews are held involving representatives from the receiving school, parents and the Headteacher.

Feedback

What is the feedback mechanism

- ~~Transition into Primary School from nursery~~ is provided to school through informal communication via telephone or class dojo messenger service.
- Nursery and Home visits are carried out by Foundation Stage Staff.
- Parent questionnaires allows parents to offer feedback on a number of issues in school.
- Transition days are provided for pupils to visit and experience Primary School.
- School attends transition reviews in nurseries for pupils due to be admitted.
- The school website has a contact us form which is connected directly to the Headteacher.
- Provision mapping takes into account those pupils due to be admitted who have additional needs. Parents or carers who indicate they would like further communication regarding their feedback will be contacted by telephone, class dojo messenger or email in the first instance.
- All parental feedback is discussed within the Senior Leadership Team