



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Sacred Heart. Preston

School Number: 06516

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBEG LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Sacred Heart Catholic Primary School, Poulton street, Ashton, Preston PR2 2SA		Telephone Number	01772726937
			Website Address	
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?	Reception to Year 6. (4-11 years)			

Name and contact details of your school's SENCO	N.Nixon 01772 726937
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We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	N Nixon		
Contact telephone number	01772 726937	Email	nnixon@sacredheart.lancs.sch.uk

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	06516		
Name	Sacred Heart Primary School	Date	04.09.25

Please return the completed form by email to:
IDSS.SENDReforms@lancashire.gov.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

Sacred Heart school is housed in an old Victorian building. There are steps leading from the ground floor to the top floor where children have assemblies, PE and lunches. Years 4, 5 and 6 are also situated on this floor. There is wheelchair access to the ground floor. Parking is on the street and there are no designated disabled spaces. School has 2 disabled toilets located on the ground floor but this does not have showering facilities. There is a baby changing unit in one of the toilets.

Due to the layout of the building, it is very hard to make any improvements to the way the building, above the ground floor, is accessed.

Information is available from the school office and from the website. To support parents who's first language is not English, we use Dojo in which parents can translate messages. Parents with additional needs are encouraged to access the parent partnership officers but are also encouraged to come to school and ask questions or for support. School operate an open door policy and hope that parents do feel able to come to school to discuss their concerns or ask if they have questions, we hold SENCO surgery's once a month in which parents can book a slot to speak with the SNECO.

Within the classrooms, resources are labelled especially in the Earlier years of school. Children are able to access the resources they need on a daily basis and are encouraged to be independent.

We do not have any furniture that is height adjustable, however, should the need ever arise, we would be only too happy to look at accessing this resource.

We do not have any specialised equipment within school.

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?

The early identification of special needs is very important. We believe that the earlier action can be taken, the more effective this will be. Assessment takes place over a period of time.

School has a graduated response to SEN. We make full use of classroom and school resources before we call on any outside, extra support.

We monitor the progress of all pupils using our school's assessment and tracking systems, which record attainment and progress against the National Curriculum objectives for each year group. Teachers use a combination of formative assessment, ongoing classroom observations, and summative assessment, including standardised and statutory assessments, to ensure pupils are on track and to inform next steps in teaching and learning. Teachers also use observation, outcomes from baseline assessments.

We listen carefully to the concerns of parents and take any information we are given into account. We offer meetings with the SENCO every final Tuesday of the month where parents are free to book a session to discuss their child.

Within the classroom, the teachers set suitable challenges and respond to children's diverse needs through their quality first teaching and differentiation. Teaching assistant support is available in all classes. This is support for all the class and is rarely just for one child. Flexible access to support enhances independent learning as well as giving the children access and support should they need it.

Once school has exhausted all its own resources, we would then look to purchasing support from outside agencies such as the listening tree specialist teaching service also refer children to the speech and Language therapy Service, Occupational health, play therapy, the Community Paediatrician, CAHMS and the school nurse team. There is no charge for these services, but it is expected that parents attend the appointments.

Most staff have received introduction training to Makaton. Staff supporting children with SEN access training that will enhance their skills as the need arises. e.g. support for a child with ASD, staff would access various courses that would aid their understanding of different issues linked to this diagnosis. SALT will advise on how and what to deliver linked to Episode plans and Learner support will offer advice on children with HI and VI within school.

Arrangements for SATs are made in line with DFE guidelines. The class teacher makes arrangements for any extra time, special papers or use of readers. Any requests made will be based on practice for that child within class.

Our Provision Map details children who are subject to TLPs and other interventions.

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

School currently have 7 EHCP's. We adhere to county policy for calling reviews and follow this protocol. We fully understand and work with parents to ensure their child achieves the best they can. We have an alternative provision available for children who are not able to access mainstream learning.

Once it is apparent that class teaching and small group work are not being effective, children with other SEN support needs are usually given an TLP (Targeted Learning Plan). This is evaluated on a termly basis, but the targets are such that it is hoped they will be changed during this time, showing that the child has achieved interim targets. The effectiveness of our provision is assessed and evaluated through the use and effectiveness of our TLPs and also through the half termly monitoring of assessments carried out by the class teacher. Staff meetings are held to discuss progress and give feedback from book scrutinies carried out by subject leaders in which SEN children are looked at. The Headteacher monitors all teaching and learning across the school. Children with severe learning difficulties, or those accessing our alternative provision, are monitored and assessed by the SENCO in collaboration with external agencies, such as the Specialist Teaching Service.

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:

At the start and end of the school day, Reception children are handed over at the gate of the outdoor space. At the end of the day years 1-6 are taken out onto the main playground and then parents are let in through the gate when all children are out to collect their child.

All classes come into school from the main playground. School doors are opened at 8:40 and children are greeted by their class teacher at their classroom doors.

At the end of the day, staff are on the yard to speak to parents. Teachers take their children out to the yard and ensure they are met by an adult. Children, who are not met on time, stay in school and attempts are made to contact the parents.

Reception follow continuous provision and breaks are incorporated into this.

At break times there are two members of staff on the front yard for each playtime. Years 1, 2 and 3 have break time from 10.30am to 10.45 am. Years 4,5,6 have break from 10.50am to 11.05am.

Lunchtimes: Children eat in two sittings. Each sitting is supervised by welfare staff.

School offers a Breakfast and After School Club. Breakfast Club runs from 0755 to 0850. Cost is £3 per day. Breakfast is provided. After School Club is ran by an external provider (CoolKidz) The cost for this is £7.25 per day (casual bookings are £7.75). Children take part in a wide range of activities, are supported in doing homework and have snack.

School is on a narrow street and parking can be difficult. There are no designated pick up and drop off areas.

PE lessons and school trips are all subject to their own risk assessments in line with County guidance.

Anti-bullying guidance and policy is available from the school office.

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 have a Medical Needs policy which states the position on medication administration. Parents are to complete a medical form if staff are to administer any prescribed medicine, it must also be labelled with the child's name and dosage on. Staff to have any relevant training to administer medication.

We will work with a family and the School Nursing team to draw up a care plan if this is needed for a particular child. A copy of the care plan would be in the class register and also on the school system. All staff would be informed of needs and any changes to these needs in staff meetings or earlier if this could not wait.

In the case of a medical emergency, we would call 999 and then inform parents.

Staff would be trained to deal with any specific medical need.

School work closely with staff from Speech and Language and Occupational Therapy Services. We also buy in support from Specialist teachers when this is needed to support children with specific needs.

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

Parents are introduced to staff at parental induction sessions.

If a parent has concerns about their child, they are encouraged to first discuss these with the class teacher. If the issue remains unresolved, they should then contact the Head Teacher.

Parents have the opportunity to speak to a member of staff on the yard before school. A message is then given to the class teacher if necessary. We operate an open door policy however, if there is a problem that is going to take a longer time to resolve, parents may be asked to return at a time when this can be given more discussion time. All teachers use class DOJO in which parents can be updated by staff, if parents feel they need to speak with teachers they can contact the school office or speak with class teachers at the end of the day.

We hold parents evenings twice a year. A written report is given at the end of the summer term. If a member of staff has any concerns between these times, they will invite parents to school to discuss these.

School does not hold Open Days. The Headteacher prefers parents to come to school to look round at any time. In this way, she feels parents get a true picture of what school is like.

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

School has a school council with representatives from across all year groups.

There is a governor appointed to oversee SEN. Parent governors are elected.

Parents are encouraged to discuss their child’s progress at parents’ evenings and also informally with staff at the end of the day. Staff are willing to discuss children at more length if parents request this.

School has close contact with health services and social care.

TLPs are shared with parents and children with the belief that we can all work together for the good of our children.

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

School are happy to help parents complete forms. They should make enquiries at the school office and the SENCO is happy to help complete forms.

Information available through school :

Guidance to requesting high school and places in primary.

Travel plans would be worked on an individual basis in line with County guidance.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

School has a good relationship with the high schools that our children will generally transfer to on leaving Year 6.

The high school staff come in to school to talk to the pupils. The pupils attend the arranged transition days. If a child has particular anxieties or needs, the high school will be asked if we can facilitate extra visits to ensure the transition is as easy and successful as possible. This has been very effective. The SENCo will always speak to the SEN department in the high school whenever this is necessary.

The buddy system has been a successful way of managing transition in the past.

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

School offers a Breakfast and After School Club. Breakfast Club runs from 07:55 to 08:50. Cost is £3 per day. Breakfast is provided. After School Club runs from 15:15 to 17:45. The cost for this is £7.25 per day (£7.75 for casual days). Children take part in a wide range of activities, are supported in doing homework and have snack.

After school activities are run by school staff and external agencies. These are free of charge.

There is a residential trip for Year 6 in the Spring term to PGL. There is a charge for this however, parents are given advance notice of this to enable them to be able to make a series of payments FSM children are given a discounted price.

Children are helped to make friends through our PSHE programme, the ethos of the school and support for individual children who may find it more difficult to make friends.