

## SEN and Disability

*Local Offer: St Anne's & St Joseph's RC Primary School*



Contact Information	
Address	Sandy Lane, Accrington BB5 2AN
Telephone	01254 233019
Website	www.sasj.lancs.sch.uk
Age Range	4years – 11years
SENCO	Mrs C Bowden - c.bowden@sasj.lancs.sch.uk
Head	Miss D Mulcock (acting) - head@sasj.lancs.sch.uk

## Accessibility and Inclusion

**How accessible is the school environment? Is the building fully wheelchair accessible?**

The school building is not suitable for pupils who are wheelchair bound due to the number of steps within the building. The structure of the school is such that making school fully wheelchair accessible would be very difficult.

**Do you have accessible parking spaces?**

The car park is behind the school. Accessible parking is available for short periods in the bus stop at the front of school.

**Have there been improvements in the auditory and visual environment?**

School is fit for purpose and inviting and welcoming, creating a positive and purposeful learning environment.

**Are there accessible changing/toilet facilities?**

Yes, there is an accessible toilet with adequate space for changing too.

**How do you improve access to the setting?**

There is access available to the main office for wheelchair users. Classrooms are not accessible due to the number of steps.

**How accessible is your information - including displays, policies and procedures etc.?**

We offer information in various languages as far as possible.

**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?**

School has access to and support from staff, family members and outside agencies to aid with translation of language. Policies are available on the school website so can be enlarged on screen or printed off larger. Many of our parents will use Class Dojos to send/translate messages to/from staff.

**How is information made accessible to parents and families with additional needs?**

We are ready to support families according to their needs and have a CARITAS worker in school part-time to support these families. Some families need support reading letters etc.; we are always mindful and sensitive to such 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?**

*Each child's individual needs are taken account of. Staff adapt resources if and when necessary for children.*

**Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?**

Furniture is modern and of a suitable height to the age groups of children taught throughout school. Do you have specialised equipment (e.g. ancillary aids or assistive technology)? School offers a range of ICT facilities to overcome barriers to learning. Specialist ICT equipment is made available to those who need it.

## Teaching and Learning

### What arrangements do you have to identify and assess children with SEND?

All children are visited at home and/or within any preschool setting prior to entry to school admission, gaining a valuable insight into the child from first-hand experience and liaison with those who know the child best. Where other agencies are involved, we always seek to gain their advice and opinions at the earliest opportunity. Class teachers initially identify children as having SEND based on their day to day assessments; we listen carefully to parental concerns and what we are told about the children and we will adapt the curriculum carefully for any child who needs it.

### What additional support can be provided in the classroom?

We have a number of experienced teaching assistants who have experience in helping children with a wide range of different difficulties and additional needs.

### 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)

Where appropriate, we seek advice from outside agencies such as the school nurse, paediatricians, speech and language therapists, occupational therapists, specialist teachers and educational psychologists. We use visual timetables where appropriate making them more specific for children such as those on the autistic spectrum.

### What SEND and disability and awareness training is available to all staff?

We seek specialist advice from external agencies as required, particularly visiting specialist teachers and use this to offer our own in-house training such as the use of social stories whereby parents can see how we help children to understand how to make the right choice. Teachers and TAs work with children on specific and smart targets. School meet regularly with professional organisations to support children.

### What staff specialisms/expertise in SEND and disability do you have?

School employ an associate specialist SENCO in order to support our own SENCO. We request support from specialist teachers as and when required.

### What ongoing support and development is in place for staff supporting children and young people with SEND?

Staff meetings are set aside to train staff in relation to SEND issues. SLT give SEND high priority and time is set aside to ensure SEND is discussed frequently. TA support within school is excellent with a TA in each class in the mornings and working on interventions in the afternoons.

### What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

With regards to test arrangements, decisions are made on an individual basis reflecting the individual needs of children. Any adjustments and support made available are always in the best interests of the child.

How well does your SEND 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?

Our SEND provision map identifies particular groups with specific additional needs and support is arranged according to need. Assessment is a continuous process in school with an internal tracking system to monitor and *track children's* progress. Assessments are shared with parents so they can celebrate achievement. Teachers and TA's work with intervention groups on specific and smart targets. School meet regularly with educational psychologists and other professional organisations.

#### Reviewing and Evaluating Outcomes

What arrangements are in place for review meetings for children with an Education, Health and Care (EHC) Plans?

Parents contribute and take part in annual reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. All reviews are held in school on time with all relevant professionals invited to attend and contribute. All statutory timelines are met. Health care plans are completed as and when needed and copies are kept within a file which all teachers have access to. Children with serious needs have care plans kept in the office and all staff are aware of emergency procedures relating to the care plan. Photographs of any child with an acute medical need are clearly visible and all staff are well briefed on their potential needs.

What arrangements are in place for children with other SEND support needs?

Children have an IEP which is reviewed at least three times a year. The IEP celebrates what the child can do and sets targets that are specific, measurable and achievable within the time allocated.

How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and disability?

Pupils' progress is monitored throughout the school through termly pupil progress meetings and using an internal tracking system.

#### Keeping Children Safe

How and when will risk assessments be done? Who will carry out risk assessments?

The headteacher has overall responsibility for risk assessments. Health and safety checks are carried out annually and fire drills are carried out termly. Fire procedures to ensure safe evacuation are updated regularly.

What handover arrangements will be made at the start and end of the school day?

All children are dropped off at the appropriate gate by an adult between 8:45am and 8:55am and they go straight to their class. Parents are asked not to enter the premises unless specific arrangements have been made. At the end of the school day, infant children are brought to the gate and released as the teacher sees the person collecting them; junior children stay in the classroom and are sent for using a walkie talkie system when the teacher sees their adult. Children who attend AJs will be brought to the gates/AJs at the appropriate time by staff.

Do you have parking areas for pick up and drop offs?

Parking is an issue around school and we ask that parents respect our neighbours and do not park in front of their drives. There is a bus lane at the front of school that can be used before school for dropping off.

What arrangements will be made to supervise a child during breaks and lunchtimes?

There are always staff on duty on each yard during playtimes. Welfare assistants monitor and supervise the children throughout lunchtime.

*How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips).*  
School have clear policies relating to health and safety outside the classroom. Trips have to have a risk assessment and are sent to Evolve (unless it is a walk in the local area).

*Where can parents find details of policies on anti-bullying?*

The behaviour policy is on the website.

## Health (including Emotional Health and Wellbeing)

*How do you manage safe keeping and administration of medication?*

Prescribed medicines can be administered in school if required. A form must be completed to allow staff to do this. All medicines are locked away and the administration of any medication is recorded and witnessed by an additional member of staff. Calpol may be given at the parents request for children who are well enough to be in school with some pain relief – the same procedures apply for this as with prescribed medicines.

*How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

Families work with the SENCO, school nurse and bursar to draw up a medical care plan. Plans are shared with relevant staff.

*What would the school do in the case of a medical emergency?*

In case of a medical emergency, school will follow any care plan instructions, get the help of the designated staff members with more advanced first aid training and seek medical advice/support as appropriate to the situation. Parents and carers will be informed of any emergency at the earliest opportunity.

*How do you ensure that staff are trained/qualified to deal with a child's particular needs?*

We seek advice from school nurse and other health professionals as required.

*Which health or therapy services can children access on school premises?*

We do not have any health or therapy services.

## 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?*

Details of the staff structure with key people can be found on our school website. Staff lists are sent home detailing staff responsibilities so that parents are well informed with regards to roles within school.

*How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an open door policy)?*

School operate an open door policy, parents are always welcome in our school. However, we do ask that parents make appointments wherever possible to speak to members of staff. Each class teacher and the headteacher use the Class Dojo app on which parents can message them within working hours.

*How do you keep parents updated with their child/young person’s progress?*

Parents’ consultations are held twice a year and reports are sent home at the end of the Summer Term. Teachers have good communication with parents through the Class Dojo app if discussions are needed between.

*Do you offer open days?*

We hold open days in the Autumn Term for prospective parents but anyone is always welcome in school for a tour if they get in touch and make an appointment.

*How can parents give feedback to the school?*

Parents views are always welcome both formally and informally. We use parent’s consultations and reports as an opportunity to gather parents’ views.

## Working Together

*What opportunities do you offer for children to have their say?*

Children are regularly asked for their opinions through lessons such as PSHE and CARITAS afternoons.

*What opportunities are there for parents to have their say about their child’s education?*

We welcome parents into our school believing we are partners in the education of our children. School operate an open door policy and encourage a partnership between parent, school and child. Parents are encouraged to voice any views they may have by directly contacting class teachers or a member of the SLT.

*What opportunities are there for parents to get involved in the life of the school or become school governors?*

Parents are always welcome and indeed encouraged to participate in school life. School have an active PTFA who always welcome new members. School regularly invite parents to Mass and celebration assemblies as well as special occasions. Opportunities to become a parent governor representative are advertised according to recommended national procedures when such posts become available.

*How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)*

School seek the support of other agencies where necessary and recognise the importance of a multi-agency approach in providing the best support for children and their families, be they SEND or otherwise. School make referrals to social care when needed and try to involve parents in this process when possible. TAF meetings are held when necessary and parents are involved in the completion of CAF forms when needed. School employ a CARITAS social worker to support families in this process as well as work with the children.

**How do home/school contracts/agreements support children with SEND and their families?**

*We use home school agreements to help families understand and remove the barriers to their child's learning. Where a child is identified as having SEND, school create IEPs on a regular basis, always giving parents the opportunity to discuss IEP targets set/progress made.*

**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?**

School offer full support with completing forms and paperwork to anybody requiring it. Help can be provided by the office staff or for more specific things, the SENCO or CARITAS worker.

**What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?**

School has access to many support agencies and we are always happy to help. In some cases, we may ask to complete a CAF with parents to identify unmet needs – this can be done by the SENCO or CARITAS worker.

**How does the school help parents with travel plans to get their child to and from school?**

At present school does not have any travel plans in place.

**Transition to Secondary School**

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

Secondary school staff visit school during the Summer Term to meet the children and discuss transition needs with key members of staff. Children visit their respective secondary schools during July. Additional arrangements are made for the transition of children with specific needs.

**Extra Curricular Activities**

**Do you offer school holiday and/or before and after school childcare?**

AJs is a club which runs before and after school from 7:30am until the start of school and after school until 5:30pm. The club is run by school and as such, follows the school policies.

**What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?**

Lunchtime and after school activity clubs vary throughout the year. Presently we have DT, yoga, sports, bell ringing, chess and choir. None of the clubs are paid for presently.

**How do you make sure clubs and activities are inclusive?**

All children are welcome to all clubs, activities are modified as required for children with physical difficulties and children with medical needs are supervised closely. We operate a waiting list if a club is oversubscribed to ensure equality of opportunity.

[How do you help children to make friends?](#)

*School run a 'Positive Pals' system. Children in Year 5 are trained to: explore wellbeing and emotions, understand how we respond through acts of kindness and empathy, use strategies to build on self-care and resilience, pass these skills onto others becoming 'Positive Pals.'*

## Feedback

[What is the feedback mechanism?](#)

Parents can give feedback by contacting the school office in person or by telephone, contacting staff through Class Dojos, via email or in person. We will consider your feedback and get back to you – usually through the same media in which you contacted school.