



SEN and Disability Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **ST. AUGUSTINES CATHOLIC PRIMARY SCHOOL**

School Number: **06/506**

School/Academy Name and Address	St. Augustine's Catholic Primary School		Telephone Number	01772 253851
	St. Austin's Place Avenham Preston Lancashire PR1 3YJ		Website Address	http://www.staugustinespreston.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:	
	No			
What age range of pupils does the school cater for?	4 -11			
Name and contact details of your school's Inclusion Leader	Mrs. Sarah Bennett sbennett@st-augustines-pri.lancs.sch.uk			

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	Sarah Roach Head Teacher		
Contact telephone number	01772 253851	Email	sroach@st-augustines-pri.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.

Please give the URL for the direct link to your school's Local Offer	https://www.staugustinespreston.co.uk/send-information-reports-local-offer/		
Name	Sarah Bennett	Date	21.10.2025

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

Accessibility and Inclusion

What the school provides

- St Augustine's Catholic Primary is a fully inclusive faith school serving the local community in the centre of Preston. The school has experience education children with a range of Special Educational Needs and Disabilities.
- The school is built on one level and doorways are wide enough to enable wheelchair users to access all parts of the building. Most classrooms have direct wheelchair access to outside provision whilst the access to the main playground is also wheelchair friendly. (Children may need additional help in manoeuvring through the security doors)
- The secure car park area maintains a disabled parking space. Parents and children are asked to walk through the main gates, to ensure the safety of all the community.
- The school has a large disabled toilet, located in the Infant building, complete with appropriate aids. All Infant classrooms have their own accessible toilets and there are three sets of girls and boy toilets in the Juniors.
- School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for the school's individual circumstances. These can be accessed via the website or alternatively from the school office and are available in different font sizes on request.
- For parents whose first language is not English the school can provide support bilingually in Polish, Urdu, Gujarati and Hindi. Our school aims to ensure that all communications in written form are clear and concise, but will inform parents, carers and family members verbally where appropriate. Information is available via the website (which can be translated by using the translate button), in person, by letter, email, text, Dojo (which can be translated into many different languages) and by phone. Some standard letters are written in Polish, Gujarati and Urdu.
- The school provides visual timetables where appropriate and uses a range of ICT programmes for pupils with SEND in addition to iPads, laptops, headphones, computers and interactive whiteboards which are installed in every classroom.
- All play areas are secure during the working day and locked.
- All classrooms are well-lit and bright, as are the corridors and toilet areas
- Most staff can be contacted at the end of the school day or by appointment
- School displays information posters on two notice boards outside school, one adjacent to the office and the other next to the Year 5 classroom, but other information is available on request, displayed throughout the school and via a half-termly newsletter and fliers.
- Staff will read documents to parents/carers if required
- A variety of policies are available via the school's website and a range of others on request.
- The Junior hall is fitted with a projector and roll-down screen
- Modifications can be made to many resources for children with SEND

Teaching and Learning

What the school provides

- It is vital that children with SEND are identified early and suitable interventions established. This is achieved through ongoing classroom assessments alongside regular formal assessments which are recorded on the school tracking system and regularly tracked by the Assessment Coordinator. This information forms the basis of discussions between the class teacher and Senior Leaders. Where a child is not making expected progress the class teacher will complete an Initial Concern form and discuss this with the SENDCo. Further discussion will take place between the class teacher, SENDCo and parents and suitable interventions put in place. An Individual Education Plan (IEP) will be written for the pupil where small, achievable targets are set. These targets are reviewed termly with parents.
- In Foundation Stage, SEND children are identified prior to transition via contact with feeder nurseries, transition meetings and home visits. Upon arriving in school, children are organised into groups with

an allocated Key Worker. This enables early identification of SEND and early intervention. They are assessed via the EYFSP.

- Newly-arrived children are identified via contact with the SENDCo of their previous school. All other children are identified via parental concern, teacher concern and via tracking
- No child at the early stage of learning English with learning difficulties is automatically presumed to have SEND. However, if necessary, some testing can be done bilingually to assess areas of difficulty and support put in place.
- We have skilled teaching assistants who have had training in working with children with a diagnosed autistic spectrum disorder, training in delivering motor skills programmes, Speech and Language programmes as well as a physio and sensory processing programmes.
- The Pastoral Team is able to support children with any social, emotional or friendship problems a child may be experiencing through nurture groups.
- Where necessary support from external agencies will be sought in order to break down barriers to learning and facilitate academic progress. Children can be screened for dyslexia. Children can be assessed internally or by outside agencies such as IDSS, specialist teacher, Educational Psychologist, Speech and Language Therapist or Occupational Therapist. Each class has the benefit of Teaching Assistant support. In the case of children with HI, VI or medical needs, specialist support equipment is provided by IDSS, NHS (Diabetes Nurse, Epilepsy Nurse, Asthma Nurse, School Nurse, CAMHS, etc.)
- Staff have received training on pupil accessibility requirements or needs and the resources needed to determine how lessons are differentiated to ensure that all children are able to access the curriculum fully. Most Staff have received First Aid training (including Paediatric), EPIPEN training, Diabetes and ADHD. Several Staff have received additional training in order to support pupils with Autism (ASD), Visual Impairment (VI) and Hearing Impairment (HI). Provision can be made to apply for a reader or a scribe in SATS tests to enable children to have every opportunity to succeed. Extra time may be sought along with regular comfort breaks during the assessment for those children who may struggle to focus for a length of time or who need extra time to process information. For children with motor skill difficulties the school has laptops and iPads that can be used to support children recording their work. Bilingual children are also supported in their first language.
- All Staff are trained in Child Protection and the school has one Designated Safeguarding Lead, Sarah Roach (Head Teacher) and multiple staff also trained as Deputy Designated Safeguarding Leads.
- The school provision map looks at the needs of the children first, then allocates suitable staff to support that class either on an individual basis or as a group of children with similar needs. Quality-first teaching is delivered to all children, however, where appropriate small groups may access intervention programmes in mathematics, English and social skills.
- Provision maps and IEP's record the type of intervention a pupil is receiving, the duration, who is providing the support and pupils progress throughout the school. For SEND pupils working well below Age Related Expectations, PIVATS are used to monitor and celebrate their small steps progress.

Reviewing and Evaluating Outcomes

What the school provides

- Currently, all children with an EHCP have an annual review where all stakeholders are invited. In addition to this, parents are invited to attend termly IEP meetings and where appropriate a **Team Around the Family (TAF)** meeting may be arranged where parents and professionals can meet to discuss the changing needs of a child and assess progress.
- Some meetings are more formal and may be attended by the school SENDCo, a representative from the School Health Team, a specialist teacher and/or Speech and Language Therapist. They act in an advisory capacity to support the children, their families and the school, e.g. to suggest strategies for use at home and in school
- All IEP's are reviewed termly by the class teacher and the SENDCo, progress reported back to parents and the child and then new targets are discussed and set.
- Targets need to be set that are SMART and have a desired outcome, explained to both parents and the child. Class teachers will also discuss how this can be achieved and what parents and the child can do to help. Where a child has a disability, all reasonable steps will be taken to ensure full integration into school life. Lessons such as PE and outdoor provision will be adapted to ensure expectations are achievable.
- The effectiveness of provision is monitored by the SENDCo's and will include analysis of whole school data. All intervention programmes are evaluated using a variety of assessments e.g. PIVATS, Reading Tests, Boxall Profiles etc. This is shared with the SEND governors who provide feedback to the Governing Body on a termly basis.

- The school operates an open door policy with regards to any concerns a parent may have. Parents are also encouraged to complete our annual parental questionnaires.

Keeping Children Safe

What the school provides

- Risk assessments are completed as and when necessary. These are usually completed by the class teacher and may be completed with the head teacher or members of the Senior Leadership Team.
- Where a child has a medical condition such as epilepsy or diabetes, their information will be displayed clearly in the staff room and all staff, including welfare will be made aware of the protocol for managing the child's needs.
- At the end of the school day all Foundation Stage and Key Stage 1 staff make sure that pupils are handed over to their parents or person(s) identified as collecting them. From Year 3 onwards children are allowed to walk to the front gate from the classroom to meet parents or person(s) identified as collecting them. In Year 6, children are allowed to walk home once parental permission has been sought in writing.
- The school is situated in a residential area and there is limited on-road parking in the immediate area. A disabled parking spot is allocated in the secure carpark. Emergency vehicles are able to access the school via St Austin's Place.
- At all times, the school will make relevant adjustments to maintain the safety of all. St Augustine's Catholic Primary School provides a safe-haven and supervised support for children, at break and lunch times. Two members of Staff are on playground duty on both the Key Stage 1 and Key Stage 2 playgrounds at morning breaks. Welfare staff supervise the children in the lunch hall and playground over the lunch time period. In the current academic year, children who find lunchtime difficult can access the nurture group, run by the pastoral team, which offers children a quiet, calmer space for eating their lunches.
- The school follows Lancashire guidelines in relation to school trips. All school trips are processed through 'Evolve' system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/ responsible staff.
- All children are encouraged to attend the annual residential trip to a Lancashire County Council Outdoor Pursuits Venue. All activities are fully risk-assessed and all SEND children are encouraged to take part in activities appropriate to their needs
- The Behaviour and Anti-bullying policies can be found on the school website or requested from the office.

Health (including Emotional Health and Wellbeing)

What the school provides

- Prescribed medication is administered by a member of Senior Leadership Team, the SENDCo or Mrs O'Boyle. They have all received training for dispensing medicine. A permission slip must be completed by parents/carers giving details of the medication and dosage required before any medication will be administered. This is available to parents at the school office and must be completed before 8:45am or after 3:15pm. Medication is stored in the school office or in a clearly marked area of the medicine refrigerator and may only be administered by a member of Senior Leadership Team, the SENDCo or Mrs O'Boyle.
- Inhalers are kept in the child's classroom. The administration of inhalers is overseen by a member of staff and recorded in the individual pupil's record book which is kept with the inhaler. All medication is checked regularly by the SENDCo for expiry dates and parents contacted to replace if necessary. All children are encouraged to become independent in identifying when they are having an attack and self-administer their medication, under the supervision of an adult.
- Care plans are drawn up in consultation with relevant agencies and parents. Copies are distributed as necessary and stored on a secure area of the school network. They are reviewed by the School Nurse and/or SENDCo at least annually or if circumstances change.
- The staff are briefed by the School Nurse regularly regarding pupils with medical needs. Additional training for staff is arranged via the school nurse when necessary. All support and teaching staff are kept regularly up to date with First Aid training to ensure staff are familiar with what action to take in the event of an emergency. Minor incidents of First Aid are dealt with by lunch time supervisors or support staff on the yard, but there is a First Aid box available in both Infant and Junior buildings. Trained First Aiders have designated duties throughout the week. In addition, diabetes and EpiPen training have been given by the School Nurse and other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

- In agreement with parents/carers, every child with a medically diagnosed food allergy has a clearly-displayed poster which is located in the Junior Hall to the right of the serving hatch. This informs the kitchen staff and lunch time supervisors, although the children are encouraged to be aware of their own needs
- The SENDCo and Headteacher organises staff training according to the needs of the children
- The school does not have any health or therapist services in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the schools safeguarding protocols. There are regular visits from the School Nurse, Speech and Language Services, CAMHS workers, Educational Psychology Service, Occupational Therapists, Physiotherapists, Counselling Service and the Visual Impairment and Hearing Impairment Team.
- The families of all newly-arrived children from other countries are given help in registering with a doctor, dentist or accessing other medical services if they need it and this is done as part of the school's induction procedure.

Communication with Parents

What the school provides

- The Headteacher usually takes parents on a tour of the school before their child(ren) start. An overview of the staffing structure is given and key personnel (Class teacher, Senior Leaders and SENDCo) are introduced.
- Staff are flexible in their contact with parents/carers; should they not be available at the time of the request, they will return calls as soon as possible. Parents and carers are welcome into school – we operate an open door policy. Appointments are made for specific meetings.
- Parents' evenings are held two times a year and a formal written report is produced termly.
- Open Day Appointments are held for prospective parents in the year before their child is due to commence school. All September admissions have transition visits in the term before the Summer holiday to become familiar with staff, other peers and their environment. Those joining mid-year are also offered the opportunity for transition visits if appropriate and individual support from the pastoral team to aid the transition process from one school to another.
- Parents can give feedback to school face-to-face (a member of The Senior Leadership Team is usually outside at either end of the school day), via email, at the Parent Forum or during parents' evening.

Working Together

What the school provides

- Two children from each class represent the School Council and meet weekly.
- At parents evening, there is the opportunity for parents to complete a feedback form.
- There is an active PTFA who meet regularly to discuss fundraising events.
- Parent governors are appointed for 4 year terms following election process.
- The nominated SEND Governor monitors SEND provision in school working alongside Headteacher and SENDCo
- Parents can have their say about their child in Parent Evenings, Annual Reviews and any other time they want to arrange a meeting with staff with reasonable frequency.
- Parents have opportunities to get involved in school life via fundraising, coffee mornings, attendance at celebration assemblies and parenting courses.

What help and support is available for the family?

What the school provides

- Support for completion of forms/paperwork is offered and provided on request by SENDCo and Pastoral Team. This can be done in a variety of languages.
- TAFs are supported by the Pastoral Team.
- School can signpost to Parenting Courses which can be accessed on request or by referral.
- School also have a Family Support Worker who is available to help and support parents/carers with Welfare Rights, parenting etc.
- All applicable school policies can be found on the school website. School will broker support for families where possible.

Transition to Secondary School

What the school provides

- Our partner high school is Christ the King Catholic High School, Preston however some children do attend other high schools in the area. Each year, pupils visit their forthcoming secondary school for taster sessions.
- The heads of year will visit the school to ease transition and also discuss each child with the Year 6 teacher.
- Transition meetings between SENDCo's will identify appropriate provision requirements. IEPs and other related information will be forwarded to the new school. If necessary extra visits will be arranged for a pupil(s) who might find the move to high school very challenging (SEND) or who has a disability where problems need resolving before they move.
- In school we discuss transition to high school and emulate what high school will be like in the weeks leading up to the Summer holidays.

Extra Curricular Activities

What the school provides

- St Augustine's operates a daily paid Breakfast Club which is available to all pupils. The Breakfast Club is open for pupils from 8:00am.
- The school does not offer school holiday childcare. However, parents can be signposted to local provision.
- There are opportunities for pupils to take part in lunchtime and after school activities. We aim for all our clubs to be inclusive. At lunchtimes we have Keyboard Club. After school we offer activities such as Football, Multi-Skills, Choir and One World. All children are invited to attend clubs for their age from Year 1.
- In the current academic year, school provides a variety of Social Skills Groups and support from a qualified and experienced Pastoral Support Worker
- Y6 Buddies are present on the Key Stage 1 playground at breaks and lunch times to help all pupils especially those who find mixing and making friends more difficult. Adults are always on duty at playtimes and will encourage friendships.
- Newly-arrived children are "buddied" with others in their class.

Feedback

What is the feedback mechanism

- The school seeks parents/carers views and feedback via questionnaires and annual review parent forms. Parents are signposted to Ofsted Parent View via the school website.
- For information about keeping up to date with progress refer to the section on Teaching and Learning.