



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St. Francis' Catholic Primary School

School Number: 06/049

## 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](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>St.Francis' Catholic Primary School, The Hill, Horns Lane, Goosnargh, Preston</b>		<b>Telephone Number</b>	<b>01772 865369</b>
			<b>Website Address</b>	<b>www.st-francis.lancsngfl.sch.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>/</b>			
<b>What age range of pupils does</b>	<b>Primary</b>			

<b>the school cater for?</b>	
<b>Name and contact details of your school's SENCO</b>	<b>Miss S Deakin – Head Teacher</b> <b>Mr J Gilmour – Deputy Head Teacher/SENCo</b>

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.

<b>Name of Person/Job Title</b>	<b>Miss S Deakin</b> <b>Head Teacher</b>		
<b>Contact telephone number</b>	<b>01772 865369</b>	<b>Email</b>	<b>head@st-francis.lancs.sch.uk</b>

## 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 website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="https://www.stfranciscatholicprimaryschool.co.uk/info-for-parents/send/">https://www.stfranciscatholicprimaryschool.co.uk/info-for-parents/send/</a>		
<b>Name</b>	<b>James Gilmour</b>	<b>Date</b>	<b>13/02/25</b>

**Whole School Approach:**

At St.Francis' high quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:

**Assess:** Children's needs are identified by their class teacher in consultation with Teaching Assistants, SENDCo and parents. Furthermore, pupils themselves may indicate that they are experiencing severe difficulties with some aspects of their work or behaviour.

**Plan:** An individual education plan (IEP) is made which assesses the child's most important needs. This is done with the teacher, in consultation with the school SENCo. A meeting will take place with parents to discuss the IEP. In addition, an individual provision map may outline additional regular and routine interventions which form part of your child's package of support.

**Do:** Support is provided by the class teacher, Teaching Assistant or additional professionals.





**Review:** The effectiveness of the intervention is assessed by the SENDCo, the Assessment Co-ordinator, class teacher, parent/carer and the child themselves wherever possible.

**All teachers** are responsible for every child in their care, including those with special educational needs.

### **Who are the best people to talk to in this school about my child's difficulties with learning/special educational needs or disability (SEND)?**









#### **The class teacher**

Responsible for:

-  Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs Co-ordinator (SENCo) know as necessary.
-  Writing Pupil progress targets/ Individual Education Plans (IEP's), based on the smaller steps outlined in PIVATS (Performance Indicators for Value Added Target Setting), and sharing and reviewing these with parents at least once each term and planning for the next term.
-  Personalised teaching and learning for your child as identified on the school's provision map.
-  Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

#### **The SENCo and Head Teacher: Mr J Gilmour and Miss S.Deakin**

Responsible for:

-  Developing and reviewing the school's SEND policy.
-  Co-ordinating all the support for the children with special educational needs or disabilities (SEND)
-  Ensuring that you are
  - i) Involved in supporting your child's learning
  - ii) Kept informed about the support your child is getting
  - iii) Involved in reviewing how they are doing.
-  Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
-  Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
-  Providing specialist support for teachers and support staff in school, so that they can help children with SEND in the school to achieve the best progress possible.
-  The day-to-day management of all aspects of the school; this includes the support for children with SEND.
-  The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

## **The SEND Governor: Mrs A Holden**

Responsible for








-  Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01772 865369

## **What are the different types of support available for children with SEND in our school?**







### **Accessibility and Inclusion**

#### **What the school provides:**

-  St Francis is a very inclusive school.
-  The school is mainly wheelchair accessible. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise.
-  We have a medical room, with a hoisting facilities are accessible in the medical room.
-  Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
-  There is an open door policy for parents with children with additional needs and the SEND team are in regular contact with parents and families with additional needs.
-  We have use of the Cottage, a home-like nurturing environment. This can be used for one to one and small group work.
-  The school has a range of ICT programmes for pupils with SEND (Special Educational Needs and Disabilities) in addition to IPADs, headphones, netbooks, computers and interactive whiteboards installed in every classroom.

### **Teaching and Learning**

#### **What the school provides:**









-  The school provides a graduated response to children with SEND and additional needs – using Waves of Intervention as a guideline for the support to give your child.
-  School makes provision for children with every kind of SEND. The four categories are: physical and/or sensory; social, emotional and mental health; cognition and learning; and communication and interaction.
-  Early identification is vital and outside agencies can help give advice on the provision of intervention strategies.
-  The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. All pupils are visited in nursery, and we have robust transition strategies to advise and support pupils with SEND. The Class Teacher and SENCo can visit pupils with identified needs in nursery. Environmental audits are carried out as necessary.
-  Additional staff resources are made available to support children with SEND and additional needs.
-  The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices.

- 🌱 The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 🌱 The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- 🌱 The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators (PIVATs data) this is then used to help decide the learning needs of those children who are unable to access the optional SATS tests.
- 🌱 Children can be screened and assessed by outside agencies such as IDSS, our Specialist teachers and Hillside Special School. Each class has the benefit of at least one Teaching Assistant trained to Level 3 NVQ.
- 🌱 The Bespoke St. Francis Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium, those with EAL (English as an Additional Language) as well as pupils with SEND.
- 🌱 In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse, School Nurse and Hospital training). Hearing aids are regularly tested in school, and staff know how to support these pupils.
- 🌱 Most staff have received First Aid training and Epipen trained.
- 🌱 When sitting examinations in Year 6 school can apply for children with SEND to be granted additional time, they can be supported 1 to 1, have timed breaks and sit exams in a quiet setting in a small group to aid concentration.
- 🌱 Children have Teaching Assistant support during SATS testing as appropriate.
- 🌱 The school has access to a play therapist, educational psychologists and counsellor.
- 🌱 Provision Mapping: shows the type and range of intervention provided throughout the school in the areas of teaching and learning, sensory and behaviour (social, emotional and mental health). It also shows the children in each year group with SEND and additional needs. It shows the current intervention groups; the subjects they cover, the children in the group and the adults responsible for the group. In addition, there are individual records of Provision Maps which shows the provision made for individual children during their time in the school.
- 🌱 Resources for the IEP (individual education plans) and intervention groups are decided by the Class Teacher and/or SENDCO. They are recorded on the intervention group paperwork and on the IEP.

## Reviewing and Evaluating Outcomes










### **What the school provides:**

-  The school provides Annual Reviews for children with 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. A review can be requested by a parent or by the school at any time.
-  IEPs (education plans) for children are reviewed termly or half termly depending on the circumstance and pupil; however the progress of the children is reviewed on a weekly basis by the Teaching Assistants and the Class Teacher. The school operates an Open Door policy with regards to any concerns a parent may have.
-  Parents are invited into school to review their child's provision at least three times a year.
-  The provision for children with other SEND support needs is evaluated following an Episode of Care. This may relate to children with Speech and Language needs, Occupational Therapy and Physiotherapy involvement and children with challenging behaviour.
-  Teachers and the SENDCO are available to see parents on an 'ad hoc' basis at the start and the end of the day.
-  Many pupils have a home school dialogue book, which is added to by support staff, teachers, SENDCO and parents.
-  Pupils' progress is monitored throughout the school and Pupils with SEND are monitored on the Provision Map.

## **Keeping Children Safe**

### **What the school provides:**

-  Risk assessments are done for all Educational Visits. They are done by the leader of the visit.
-  Staffing ratios for Educational Visits are allocated according to need and with the safety of the children in mind.
-  Should the school ever have a child who presents with extremely challenging behaviour the Head Teacher will carry out the Risk Assessment in consultation with the staff who work with the child.
-  If required a handover is carried out by the SSA, a TA or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points.
-  Support is available in every class but some classes have additional adult support if required e.g. some statemented children have individual TA support as well as the class having a general TA support.
-  Parents can access the Anti-Bullying Policy on the school website.
-  Children are supported on a 1:1 basis during PE as appropriate to their needs.

## **Health (including Emotional Health and Wellbeing)**

### **What the school provides:**



- 🌱 The school does not routinely administer medication to children unless they have a medical care plan that calls for this.
- 🌱 Medical care plans are drawn up in consultation with the family and the School Nursing Service or by specialist medical practitioners as required. Medical care plans are kept available to staff in the medical room.
- 🌱 In case of medical emergency - the school would call 999 and inform the parents as soon as possible. A qualified first aider would tend to the child until an ambulance arrived.
- 🌱 The school employs a high level of staff qualified to administer first aid. The staff remain vigilant to the needs of the children at all times.
- 🌱 The staff working with children with a specific medical need receive appropriate training e.g. diabetes.
- 🌱 Children can access the following health and therapy services on school premises; Speech and Language, Occupational Therapy, Physiotherapy, Counselling, Optician, School Nurse as required.
- 🌱 Nurture groups are run as needed to give extra support. One TA is highly trained in this area. Bereavement counselling and play therapy are in place.
- 🌱 University of the First Age (UFA) promotes life skills, communication skills and community cohesion.

## Communication with Parents

### What the school provides:

- 🌱 The website contains details of all staff currently employed by the school and the School Prospectus also provides this information.
- 🌱 The School operates an Open Door policy and has a parents' evenings each year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for parents to record their views and suggestions.
- 🌱 The school has 'Open Afternoons' where parents of current pupils and new parents are free to look round school and engage in discussions with teaching staff.
- 🌱 Some pupils have a home school diary.
- 🌱 We have close links with local children's centres, and parents are signposted to services, e.g. positive parenting. School has access to a Pastoral Liaison Manager from the local High Schools.
- 🌱 Parental Questionnaires relating to SEND are also provided to assist staff in improving the SEND provision we can offer and giving parents an opportunity to have some involvement with the decision making of the school.
- 🌱 Staff are available for consultation at specified times of the school day. There is also an appointment system if parents want a longer session with a class teacher.
- 🌱 The IEP (education plans) of children with SEND are sent home termly and parents are invited in to discuss their progress and new targets with the class teacher and SENCo if required.

## Working Together

### What the school provides:

- 🌱 There is a School Council and a School Eco-Team for pupils to contribute their own views.
- 🌱 Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so).
- 🌱 Children on the SEND Register and in intervention groups are asked for feedback on the support they have received. Children discuss their targets every session with the Teaching Assistant.
- 🌱 Parent Questionnaires and consultations are used for parents to have their say.
- 🌱 Elections to the Governing Body are held in the event a vacancy arises.
- 🌱 We are pro-active in helping parents access the Special Educational Needs Advice and Support Service SENDASS (Formerly Parent Partnership).
- 🌱 After nurture groups, parents are invited to get together for tea, cake and informal discussion if they so wish.
- 🌱 Home/school diaries are a useful way of communicating for some families with children on the SEND Register.
- 🌱 Parents are invited to join school assemblies weekly and are notified in advance if their child is due to receive an award.






### What help and support is available for the family?

#### What the school provides:





- 🌱 The Class Teacher, Deputy Head Teacher or Head Teacher can offer help with forms and paperwork if this is required. Parents can enquire at the school office if support is needed.
- 🌱 There is a Community Notice board which contains additional information of upcoming events or general useful information e.g. Drop in Centres etc.
- 🌱 The school periodically offers an E-Safety Workshop for parents and pupils to attend.
- 🌱 If a pupil requires a Travel Plan to get their child to and from school this would be dealt with by the Class Teacher, SENDCO and Head Teacher if required.
- 🌱 We are pro-active in signposting families to groups and/or agencies we think may be of relevance to them and their child, this can be done through the Class Teacher or SENDCO. Parents can enquire at the office if support is needed.
- 🌱 **Parents of children with SEND are encouraged to use the Special Educational Needs Advice and Support Service SENDASS (Formerly Parent Partnership). Our SENDASS Officer is Mel Adams. She can be contacted via school.**
- 🌱 **There is also an advice line open Monday to Friday from 8am to 5pm – 0300 123 6706 or email information to [lineteam@lancashire.gov.uk](mailto:lineteam@lancashire.gov.uk)**

### Transition to Secondary School

**What the school provides:**

-  Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
-  Vulnerable pupils are offered extra visits accompanied by a Teaching Assistant, and have additional information.
-  Transition reviews are held for children with SEND.
-  Staff from Learning Support at the High School visit pupils, and a close dialogue is maintained.
-  School will put parents in touch with the SENDASS officer who can give advice and guidance as to the most suitable secondary school for their child.

**Extra-Curricular Activities****What the school provides**

-  St Francis operates a daily Breakfast Club and After School Club available to all pupils. There are opportunities for pupils to take part in weekly clubs – such as: netball and football -which may be free. Other clubs such as Judo, Fencing, Archery and music lessons (clarinet, flute, saxophone etc.) are offered at a fee.
-  All clubs and activities are inclusive and all children are encouraged to participate at their own ability level.
-  Children help each other to settle in and are very kind and caring towards each other.
-  School have PSHE and HRSE programmes in school and we run Nurture Group sessions focussing on social skills, self-esteem and friendship.

**WAVES OF PROVISION**

**There are 3 stages known as ‘waves’ that outline the provision that we provide for our pupils.**

<b><u>Wave 1</u></b>	<b><u>Wave 2</u></b>	<b><u>Wave 3</u></b>
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and	Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often	Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	targeted at a group of children with similar needs.	
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**Each wave is broken down into 4 further categories of provision:**

<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Sensory and Physical</b>	<b>Social, Emotional and Mental Health</b>
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	<p>There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.</p> <p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.</p> <p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>

<b>Cognition and Learning</b>		
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>
Adapted curriculum planning Pitched questioning Modelling of skills High expectations Success criteria 1:1 and group reading Guided writing	Nessy Reading and Spelling Phonics Groups Paired Reading COP and LASS support Precision Teaching Pre-teaching of vocabulary	Intense (1:1) support in core and foundation subjects  Targeted work from – SNAP Assessment

<p>Visual dictionaries Word mats IT to support learning Writing frames Concrete material Learning displays Challenge tasks Support from Teaching Assistant Different learning styles are adopted Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Disorders e.g. Dyslexia (SpLD) Next steps in marking All children's progress and attainment is assessed and tracked throughout the year</p>	<p>GL Early numeracy assessment – targeted activities</p>	<p>Support from Educational Psychology (EP)  Beat Dyslexia Programme</p>
<p><b>Communication and Interaction</b></p>		
<p><b>Wave 1</b></p>	<p><b>Wave 2</b></p>	<p><b>Wave 3</b></p>
<p>Adaptable curriculum planning Modelled speech/language Modelled Interaction Targeted questioning Talking partners Group work Whole class circle time Class visual aids and prompts Visual timetables Key words/word banks Drama activities Sequencing activities Additional processing time Simplified Language A range of questions used so children develop and give better answers Opportunities for individual, pair, group or whole class working Regular communication through informal and formal meetings eg.parent's evening Class and special assemblies Role play and Drama</p>	<p>Pre-teaching of vocabulary  Nurture group (social skills &amp; self-esteem)  Communication book activities  Language For Thinking intervention  WELL COMM intervention</p>	<p>Individual visual timetables  Individual visual communication system  Targeted work from Speech and Language therapy  Targeted work from Learning and Language (LLS) support  ASD Outreach support</p>

Sensory and Physical		
Wave 1	Wave 2	Wave 3
<p>Adapted curriculum planning</p> <p>Adaptions to the classroom (when appropriate)</p> <p>Fine motor skill activities such as: peg boards, putty, cutting etc.</p> <p>Additional movement breaks</p> <p>School building is accessible for all</p> <p>Classrooms have age appropriate furniture and environments</p> <p>Visual prompts, pictures and ICT used appropriately to aid learning</p> <p>High quality resources are readily available, organised to enable independence</p> <p>Seating plans or group tables are used</p> <p>Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</p> <p>Outdoor learning opportunities</p>	<p>Use of specialist equipment</p> <p>Pencil grips</p> <p>Coloured overlays</p> <p>Lap weights</p> <p>Sloping boards for desks</p> <p>Adapted cutlery</p> <p>Fidget kits</p> <p>Paediatric Occupational Therapy assessment &amp; resource pack</p> <p>Gross motor programmes</p> <p>Fine motor programmes</p> <p>Large keyboard for computer work</p>	<p>Individual work station</p> <p>Social stories</p> <p>Comic Strip Conversations</p> <p>Targeted work from Occupational Therapy, Physiotherapy, Outreach Team &amp; School Nurse Team</p> <p>Physical and Sensory Support Services(P.S.S.S)</p> <p>Individual support with self-care where appropriate</p> <p>IT program to develop keyboard skills</p>

Social, Emotional and Mental Health		
Wave 1	Wave 2	Wave 3
<p>Adapted curriculum planning</p> <p>Whole school behaviour policy</p> <p>School &amp; class rules</p> <p>PSHE planned lessons using SEAL</p> <p>Whole school assemblies</p> <p>Class circle time</p> <p>Talking partners</p> <p>Class visual timetable</p> <p>Golden time</p> <p>Visual reward systems</p> <p>House point system</p> <p>Time out</p> <p>Timers &amp; stress relievers</p> <p>Emotion/social resources</p> <p>Positive touch</p> <p>praise and high expectations</p> <p>Whole class behaviour charts e.g. house points, conduct points</p> <p>certificates</p> <p>Class Monitors, School council</p> <p>Fiddle objects</p>	<p>Nurture group (social skills &amp; self-esteem)</p> <p>Conversation group</p> <p>Individual reward system &amp; behaviour logs</p> <p>Additional support at playtime (break time and lunchtime clubs)</p> <p>Transition support</p> <p>Time to talk programme and board game</p> <p>Involvement with Early Intervention team – Family, Health and Wellbeing Service</p> <p>Language For Thinking intervention</p>	<p>1:1 Emotional Literacy Programme (ELSA)</p> <p>Counselling</p> <p>Individual work station</p> <p>Individual social stories to teach specific social skills</p> <p>Targeted work from – Behaviour Support, CAMHS, Educational Psychology and suggestions from Family, Health and Wellbeing Service.</p> <p>Continued involvement with Early Intervention team – Family, Health and Wellbeing Service</p>