



SEN and Disability Local Offer 2025-26

St Ignatius Catholic Primary School	
Address:	St Ignatius Square, Preston, Lancashire PR1 1TT
Telephone Number:	01772 555 252
Website Address:	https://saint-ignatius.com/
School Number:	06027
Age range of pupils:	4 – 11
Head Teacher:	Mrs Luena Archibald head@saint-ignatius.lancs.sch.uk
SENCO:	Miss Hannah Starkie h.starkie@st-ignatius.lancs.sch.uk

Does the school specialise in meeting the needs of children with a particular SEN? **No**

Link to the Local Authority's Local Offer www.lancashire.gov.uk/SEND

Accessibility and Inclusion

Our aim at St Ignatius is to make quality learning and play available to each child so that they can grow. We build good relationships with our children and their families so that problems in development and in learning can be promptly and confidently addressed. Families are greeted each morning, usually by Mrs Berry, Mrs Evans, Mrs Jones and class teachers. Class teachers and SLT see the children out to their families at the end of the day. This helps information to be exchanged readily. Parents and teachers can also contact each other by phone and email. Parents and carers are encouraged to talk about a query or a concern to the class teacher in the first instance, and then to the SENCO (Special Educational Needs and Disabilities Co-ordinator) or to the Head Teacher.

Our school is a traditional building. It is spacious and wheelchair accessible on the ground floor. The main entrance to the school building is wide enough to accommodate a wheelchair or pushchair. Other entrances have steps. We have one classroom upstairs, currently used by Year 6.

The car park is located 100m from the front entrance of school at the end of the cul-de-sac and has several designated disabled spaces.

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Our school grounds are well-maintained and safely fenced. At the front, there is a large, flat yard and some climbing equipment and a sports area. A trail is marked for children to run along for the Daily Mile. There are picnic tables and a grassed planting area/nature garden. There is also a lovely trim trail great for gross motor development. A second yard behind the school has adventure play equipment. The outside areas enable us to enjoy learning outside. Benches and tables allow for quiet and sociable times.

Our classrooms are attractive, clean and bright. EYFS and Year 1 have outside learning areas where the children can move around and use a variety of equipment and toys to support their learning. Rooms are well-equipped with resources being clearly labelled for children to collect what they need, independently. There are visual reward displays and timetables for each class and individually for children who require them. School furniture is modern and appropriate for the size and age group of the children being taught. Bathrooms are located centrally and there is an adult accessible toilet. The hall is large enough for indoor PE, events and whole school assemblies and worship times and is used as the dining room for lunches. Hot school lunches are provided daily from our own kitchen.

Information and school news is available on the school website <https://saint-ignatius.com/> – please read our newsletter and see our photos.

Parents are encouraged to visit it for information and to share the curriculum. We also have a community notice board in the school entrance. Topical photos and news are displayed throughout school. Regular newsletters are available electronically. Parents are contacted by group texts and email as well as telephone and letters.

The school has a range of ICT software which can make the curriculum more accessible for pupils with SEND: iPads, headphones and laptops. Interactive whiteboards are used in all classrooms. We have an on-line learning platform which was used extensively during the national lockdowns and for families who are isolating to access home learning. We are well-equipped with practical equipment to support hands-on, visual learning.

Specialist equipment and medical support is provided as advised by the School Nursing Service and medical practitioners.

[How We Identify When Children Have Special Educational Needs and Disabilities \(SEND\)](#)

Teachers and their assistants observe and assess each child's progress regularly and share their observations at staff meetings and during the day. When a child is not making age expected progress, we observe, assess, plan additional or different support for the child and then observe and assess again. Successes and concerns are shared regularly with families. We know that support and encouragement from home enhances and improves a child's rate of learning.

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After receiving differentiated learning opportunities, SEND support may be needed when a child:

- Makes little or no progress even when teaching approaches are designed to address a child's identified area of weakness.
- A child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- A child has ongoing emotional or behavioural difficulties which are not helped by our positive routines.
- A child has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- A child has communication and/or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

Concerns are usually seen in school or raised by parents but we also listen carefully to advice from previous schools, nurseries and external agencies. We monitor progress closely through our progress tracking, in-house tests and statutory assessments. Where classroom strategies and interventions have been explored, outside SEND services can be used to assess a child's needs further. We work closely with agencies such as the Speech and Language Therapy Service, Educational Psychology, CAMHs, GPs, Paediatricians and Specialist Teachers. Parents are always fully involved in the decision making process and we welcome support from the IAS team, as well.

In Lancashire the Early Help Assessment EHA is a tool which may be used with a family to identify a child's areas of need and to make an action plan.

How We Make the Curriculum Available To All Our Pupils

Our teaching arrangements are flexible, in order to make the best use of the skills and resources that we have available. Classroom approaches follow the requirements of the National Curriculum 2014 and the 2014 SEND Code of Practice to include:

- High expectations for every pupil.
- Consideration for different learning styles of pupils.
- Setting appropriate assessments and targets which are deliberately ambitious but achievable.
- Breaking difficult tasks down into small steps so that pupils can experience success.
- Using practical work where possible.
- Using collaborative groups for pupils to develop learning and social skills.
- Emphasising conversation and discussion in learning.
- Considering the level of concentration of individual pupils.
- Planning the written demands made on pupils.

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Class Teachers help all children in their class to make good progress. This is achieved by setting work at different ability levels or expecting different outcomes, as well as by giving additional support and teaching. We enable children to acquire independent skills for learning as well as social skills to support learning and working with each other. This range of approaches aims to build up children's strengths and to address their weaknesses. Planning for children with SEND is an integral part of planning for each class.

Teaching Assistants (TAs) provide group support each morning in every class, and also teach individual children as directed by the Class Teacher. Pupils with SEND receive additional support by both teachers and teaching assistants. Children with similar difficulties may work together in small groups. Additional learning interventions are carried out in the afternoons. PIVATs is an assessment tool for all areas of learning and for Personal, Social and Emotional Development. This is used throughout the school.

Our Learning Mentor is experienced in helping children's social and emotional development, especially during times of difficulty. She teaches emotional development and social skills to individual children and to groups. Our welfare work at lunch times is also carried out by some of our TAs. This ensures good continuity of support for all children and helps to build social skills.

The SENCO is able to support staff and pupils in their knowledge and strategies for supporting children with a range of difficulties and to signpost families and staff to relevant information. She works in school for one day per week working with individuals and liaising with staff and parents.

Where children have additional learning needs:

- Parents and school form a targeted learning plan of additional and different support for the child (a School Support Plan or SSP) and school continues to assess and monitor the child's progress.
- We ensure that the child participates in all areas of the curriculum, as far as it is possible.
- During tests and SATs, a child may receive support as stated in the statutory guidelines.
- With parents' permission, we liaise with outside agencies and medical practitioners as needed.

Adapting Our Learning Environment for Pupils with SEND

St Ignatius is a well-established Catholic school (possibly the oldest primary school in Preston.) We serve a diverse area having children from many different cultures and ethnic backgrounds. Good EAL support is in place. We understand that children are individuals who respond to different ways of teaching. Our Christian ethos, alongside the nurturing atmosphere in the school, provides all children with a caring setting in which they can grow. We recognise that inclusion is something we need to continue to strive towards. Age, ability, gender, ethnicity, language and social background must not be obstacles to learning or teaching. By

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listening and talking to our children and their families we seek to improve our inclusive community. We have a shared mission and vision: **"We work hard. We care. We respect and We love."**

The Allocation of Resources to Support Children Who Have Additional Learning Needs

The range and level of support for individual pupils or groups with similar needs and how school allocates resources to meet pupils' needs is recorded by the SENCO. The Resources Committee oversees the SEND budget. It is the responsibility of the Head Teacher, the SENCO and the Governor with responsibility for SEND to monitor SEND provision, ensuring that each child with SEND has their needs met.

For pupils with a high banded Education and Health Care Plan (EHCP) funding is delegated to the school from the local authority. School will ensure that any provision bought by the family, using a direct payment (Personal Budget) will be provided on the school's premises (as stipulated by the SEND Code of Practice 2014 and Local Authorities).

The SENCO attends local authority training and meetings to ensure the school and all staff are kept up to date with new developments in SEND. Staff attend regular, whole school training to ensure good levels of continued professional development. New ideas are shared with colleagues at staff meetings.

Reviewing and Evaluating Our SEND Practice

Assessing children's SEND is one part of supporting them in their learning. Building and maintaining belief in themselves as learners is essential before academic and social progress can happen. We make it clear throughout all areas of our school that each child is unique and loved by God and an important and valued member of our school family. How a child is feeling about school and how well they are accessing all areas of school life is part of the discussion held with parents and children.

Parents are invited to contribute to reviews and set targets for children who have Individual Education Plans (IEPs.) All written plans are shared with parents and children. IEPs outline the ways that we are regularly supporting a child with SEND. They are usually reviewed termly but staff talk regularly to parents and carers. Parents are encouraged to support their child's learning and to advise teachers how they teach their child to do things successfully at home. The effectiveness of a plan is seen in the measurable progress that a child is making with a specific area of learning or behaviour for learning. Progress is judged against age expected descriptions of a child's learning or by a tool which measures smaller but significant steps in learning (Lancashire PIVATs). When a child makes only a little or no progress, further support or curriculum adaptations are made. Assessment by specialists may be useful. School works closely with home to plan a way forward.

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Assessment

The school follows a graduated process of “assess, plan, do, review” in order to monitor the effectiveness of provision and interventions. We also use an assessment tool called PIVATs which breaks progress in learning into smaller, measurable steps. For children working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2 we use the engagement model to assess progress.

Children who have more significant needs may have an Education and Health Care Plan (EHCP) which is applied for and drawn up in agreement with parents, school and the Local Authority. EHCPs are reviewed annually or earlier if needed and parents are fully involved. Children are invited to attend and contribute to their reviews.

Our SEND Policy and Rationale

The school’s governing body works with the Head Teacher to determine the school’s general policy and approach to meeting pupils’ special educational needs and disabilities. The Governors establish the appropriate staffing and funding arrangements and maintain a general oversight of the school’s work. Our Governing Body has decided that children with special educational needs should be admitted to the school in line with the school’s agreed Admissions’ Policy.

The Governing Body reports annually about the effectiveness of the school’s SEND provision so that parents are kept informed. The SEND Report is available on the school website. Pupil confidentiality is maintained. Our appointed Special Educational Needs and Disability Governor is invited into school to meet the Head Teacher and the SENCO to review the progress of our SEND provision. The SEND Governor is kept informed whenever local or national changes to the SEND Policy are introduced. For the school year 2025 – 2026 the School Governor with responsibility for Special Needs and Disabilities is Mrs J Mein.

The School Policy for Supporting Children with Special Educational Needs and Disability is available to read in the school office and on the school website.

<https://saint-ignatius.com/>

Keeping Children Safe

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All staff are responsible for risk assessment throughout the school, on a day to day basis. Concerns about Health and Safety are discussed weekly at staff meetings, as are Safeguarding and SEND updates. Staff report urgent matters directly to the Head Teacher.

The Head Teacher monitors all risk assessments and one teacher is responsible as the Educational Visits Co-ordinator. The Governing Body Resources Committee ensures that the head teacher keeps close and accurate records of Health and Safety as the Premises Manager.

Parents give written permission naming adults who can collect their children and inform school of any changes. Children are accompanied to the school yard at the end of the day and taught to remain with their Class Teacher until their adult is present on the yard. Children attending after school clubs are collected from the front door which is kept locked.

School actively promotes safe parking in to help keep all children and pedestrians safe.

Two members of staff supervise each playtime outside. Trained and experienced welfare staff supervise the dining room and lunch time play. As well as keeping children physically safe, we use playtimes as opportunities to develop good social skills and emotional and mental health and wellbeing.

All staff have received Level One Safeguarding Training and this is renewed annually. **The Senior Designated Safeguarding Leads are Mrs V Berry Interim Head Teacher, Mrs S Evans and Mrs Rachael Jones Deputy Head Teacher and Miss Croly Learning Mentor.** They can be contacted through the school office on 01772 555252.

Parents can read our Behaviour and Anti-Bullying Policy on the school's website or in the school office ... <https://saint-ignatius.com/>

Children's Physical Health and Mental Well-Being

We believe that keeping children healthy means promoting healthy bodies and healthy minds. We encourage all children to take an active part in PE lessons and offer a broad range of activities, knowledge and skills training. This is extended through after school clubs and through a varied programme of sporting fixtures and events.

It is an essential part of our Christian ethos to care for each other and help children to be happy as people and learners. Developing resilience for life's difficulties is an important part of mental health and well-being. Promoting good self-esteem through opportunities to grow as people in a secure, loving environment helps children and adults to feel in control. We encourage parents to talk to us about changes or difficulties at

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home so that we can be supportive towards children in school. Children may worry about many things and are still learning the language to explain their emotions.

Our positive behaviour reward systems, PSHE lessons and daily worship times are a central part of our pastoral care to promote happy, healthy children.

Medical Needs

Children who have long term medical conditions have a Care Plan written for them in collaboration with their parents, the School Nurse or Specialist. This is shared as needed and any additional medical training which staff need is carried out. Parents of children who need to take medicines during the day for a short time can arrange this through the school office. The necessary information can be properly recorded and medicines stored safely.

First Aid

Support and teaching staff are kept regularly up to date with First Aid Training, including paediatric first aid.

Communicating With the Families

We publish a monthly newsletter both electronically and on paper. Parents receive group texts to remind them of events or alterations to routines. Appointments to talk to teachers are made as needed and we try to address concerns promptly. Help can be given to parents to access written information.

The School is committed towards building good relationships with families. Parents of children receiving regular, additional help (IEPs) are invited to meet with the relevant staff termly to review their child's progress and set new targets. Termly parents' meetings for all children are held following an interim report in the autumn and spring terms. A detailed progress report is sent home at the end of the summer term with an invitation to parents to comment in writing or speak to their child's class teacher.

There are core curriculum events to ensure parents are well informed. We also hold special times when parents are invited into school, for example, 'Meet the Teachers' at the start of the school year and into our classrooms. We have coffee mornings and weekly star of the week assemblies.

Our website includes descriptions of our school, its history, curriculum and current policies. The prospectus lists staff, routines and useful information. A parental questionnaire is sent out annually for parents to record their views and suggestions.

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Elections for the Governing Body are held when a vacancy arises.

Listening and Talking To Our Children

Pupils are encouraged to contribute their views about their welfare and education in class time with their Class Teachers. Representatives from each year group are elected to the School Council which promotes the Pupil Voice and helps children to accept responsibility to care for our learning community. Pupils complete an annual questionnaire about safety, welfare, lessons and school organisation. Children with additional needs are helped to contribute their views.

Adults talk to children in class about their work – giving feedback and explaining the next steps in learning. Children are encouraged to respond, to talk about how they learn and what interests them. Learning objectives are shared with children and they are taught to reflect on whether these have been met. Children with SSPs also review their own progress with a key adult.

Working with Families

School meet regularly with parents of children with SEND. School signposts parents to support groups and to the Information, Advice and Support Team (IAS). Its role is to provide parents and carers with impartial, accurate information to assist them to make choices for their children. [Contact us - Lancashire SEND IAS](#)

Tel: 0300 123 6706

Monday to Friday 9am to 5pm

Email: information.lineteam@lancashire.gov.uk

Transition to High School

The school has good links with the local secondary schools. High school teachers share their expertise by visiting us, as well as inviting groups of children to different events at the secondary schools for example, taster days, maths challenges, ICT and language workshops and worship times. We will help families visit SEND departments at local high school when they are considering where to apply.

Preparing children for moving on to high school takes place throughout their time in primary school. Children become members of a community and learn how to learn independently, collaboratively in a pair or group and as part of a whole class.

In year 6, there are planned transition activities. All pupils have a transition day at their chosen secondary school. We can also arrange for further transition visits to ease the move to Key Stage 3. We enable parents and high school staff to meet beforehand so that information can be exchanged, concerns addressed, and new relationships begun.

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Joining Extra-Curricular Activities

The school offers a range of extra-curricular activities, as well as before school childcare during term time. All children can come to our Breakfast Club by booking in with the school. Adaptations are made for children with additional needs where possible.

Activities provided by staff during lunch breaks and after school, generally have no charge.

Afterschool clubs provided by sports coaches, drama and music services from outside of the school have their own policies for supporting children with special educational needs and disabilities. As a school, we always work with visitors to make their clubs genuinely accessible to all of our children and parents.

Clubs and school trips are open to all children in the designated age range for that specific activity. Parents of children with SEND are consulted and where appropriate, collaborate in the planning of any off site school trips. Prior notice of visitors to school for educational purposes is usually given to parents and reported in each classes' area of the website.

How We Know That We Are Making a Positive Impact

Children with special educational needs and disabilities will:

- Take part fully in all areas of school life.
- Show an increased rate of improvement in our progress tracking.
- Show progress against their starting points.
- Show a good or improving sense of well-being and happiness.
- Have excellent or improving school attendance and participate.
- Parents and carers will be able to express their concerns and be treated respectfully
- Parents and carers will be able to share in their child's progress and successes.

This feedback will be collected formally through school tracking and assessment processes. We will also listen regularly and carefully to each child, their families and staff for feedback, ideas and concerns.

Responding To Our Local Offer

Please contact school directly with any feedback or comments using the details listed at the start of our Local Offer. The Head Teacher or SENCO will aim to respond quickly by telephone or email or letter. Thank you.

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