



SEND and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: **ST.JOSEPH'S CATHOLIC
PRIMARY SCHOOL**

School Number: **08/067**

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 SEND. 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 SENDCO 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.SENDDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	St. Joseph's Catholic Primary School, Mossy Lea Rd, Wrightington WN6 9RE		Telephone Number	01257 423092
			Website Address	http://www.st-josephs-wrightington.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEND?	No	Yes	If yes, please give details:	
	✓			
What age range of pupils does the school cater for?	3-11			
Name and contact details of your school's SENDCO	Mrs Marie Baxendale 01257 423092			

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	Mrs Marie Baxendale Headteacher		
Contact telephone number	01257 423092	Email	school@st-josephs-wrightington.lancs.sch.uk

Promoting Good Practice and Successes

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

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

Please give the URL for the direct link to your school's Local Offer	http://www.st-josephs-wrightington.lancs.sch.uk/download/file/SENDd/LOCAL%20OFFER%20OCTOBER%202018.pdf		
Name	St. Joseph's Catholic Primary School.	Date	September 2021

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

ACCESSIBILITY AND INCLUSION

- **How accessible is the school environment?**
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- **How accessible is your information?** - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- **How accessible is the provision?**
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of preSENDting activities so that children can access them?
- **Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)**

What the school provides:

St. Joseph's Catholic Primary School is a small village school, containing Little Joey's pre-school, committed to providing a rich and inclusive education to all its pupils. As a school, we have a duty to meet the needs of all of our pupils. We are supported by Lancashire Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We strive to raise the aspirations and expectations for all pupils with SEND. As a school, we focus on the outcomes and achievements of our children; not only the hours of support and provision that we provide for them. We aim to achieve this through the removal of barriers to learning and participation. All children with SEND are taught within their class or peer group wherever possible. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

The school was built in 1872 and has undergone many renovations over the years. The school is fully wheelchair accessible, with a platform lift in the main entrance to allow accessibility to the rest of the school. A disabled toilet is available for anyone that requires using it. School provides information via the school website; newsletters; Twitter and the Parish newsletter when required. Furniture is modern and meets height requirements for children of different ages.

The school has a range of Computing programmes for SEND children, in addition to laptops, school has iPads, headphones, and interactive SMART boards in all class rooms.

Our school provides many outdoor features, including a Sensory garden; trim trail; child friendly markings on the playground; a Buddy Bench; a sheltered reading circle seating area; two soft surfaced play areas for Early Years' Foundation Unit children and a larger than average playing field with open aspects of Winter Hill. We have successfully achieved access to an 'Awards For All' bid which has enabled us to develop a 'Forest School' at the top of the school field featuring a pond, outside classroom and willow tunnel. Outside providers will be able to access this provision i.e. Scouts, Cubs, Beavers, Guides, Brownies, Rainbows.

TEACHING AND LEARNING

- What arrangements do you have to identify and assess children with SEND?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEND and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEND and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEND?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- 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?

What the school provides:

The SENDCo here at St Joseph's is the head teacher – Mrs. Baxendale. She can be contacted at any time on 01257 423092 or by email: school.info@st-josephs-wrightington.lancs.sch.uk

Before identifying a child as needing SEND support the class teacher, working with the SENDCo, should establish a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. School will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how a child is developing. This assessment will be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCo will contact them if the parents agree. Our SENDCo - Mrs Baxendale – has been awarded the national SEND award.

The class teacher and the head teacher meet half termly to discuss pupil progress and any concerns. At this time, any interventions recommended will be put into place and assessed within the next half term.

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

School uses PIVATs (Performance Indicators and Value Added Target Setting) termly to provide appropriate targets for the child. The use of PIVATs enables school to identify barriers to learning; plan provision and set appropriate targets within small achievable steps for children with SEND. These targets are then written into a PCP (Person Centred Plan) which is specific to that particular child. These targets will be worked on when the child is in the appropriate intervention, one-to-one or in groups whichever is most appropriate. PCPs are reviewed termly (or sooner if appropriate); and progress measured to ensure that the intervention being provided is impacting on the child's development.

When required, children are screened for a variety of complex learning disorders and disabilities. School has a multi-agency approach to addressing a child's needs. Outside agencies that have been used in school include the IDSS service; CAMHs; Speech and Language; Occupational Therapist; Physiotherapists; Educational

Psychologists; Rainbow House; NHS (Diabetes Nurse etc...). We have trained First Aiders (including Paediatric First Aid, Emergency First Aid, First Aid at Work, People Moving People and Epipen and Diabetes training). Each class has the benefit of at least one Teaching Assistant. Our staff have had a variety of training including: HLTA, TA3, TA2, SEND training and Child Protection Training. It is school policy to encourage all of our staff to attend relevant and regular CPD (Continuing Professional Development).

Additional provision is provided for our SEND children when taking internal and external tests. The children can be supported 1 to 1 (EHC Plan), have timed breaks, be granted additional time, have reading support, sit exams in a quiet setting in a small group to aid concentration.

The Intervention Register records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions.

St Joseph's has an amount of money identified within the school's overall budget, called the notional SEND budget. This is for the school to use to provide high quality, appropriate support, including staffing and resources.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and facilitates relevant SEND focused internal or external training opportunities for all staff. Training opportunities are matched to school development priorities and those identified through performance management. New teachers to the school have an induction period which includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Regular SEND audits are completed by staff and training needs will be addressed from the findings of this audit; ensuring that all staff are equipped to provide the best quality of education for all children.

The SENDCo regularly attend the LAs SENDCo network meetings in order to keep up to date with local and national updates in SEND and cascades this information to staff through staff meetings. Here at St. Joseph's, we have a TA who is employed purely to deliver intervention programmes to children throughout school; aiming to narrow barriers to success. For children that suffer with their confidence and self-esteem, we run a nurture programme every 6 weeks for identified children. Our school is currently working alongside our local high school to achieve 'The National Nurture Award for Schools.'

Our SENDCo – Mrs Baxendale has just recently been awarded the National SENDCo Award

REVIEWING AND EVALUATING OUTCOMES

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEND support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEND and Disability?

What the school provides....

St Joseph's regularly and carefully monitors and evaluates the quality of provision we offer all pupils. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through parents' evenings.

Pupil progress is monitored on a half termly basis. The SENDCo completes regular audits, action plans, observations of interventions and provision, sampling of parent views and pupil's views. This promotes an active process of continual review and improvement of provision for all pupils.

SEND provision and interventions are evaluated and updated half termly, when the intervention is changed. These are updated by the head teacher and are monitored by the SENDCo. These interventions are monitored and evaluated half termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

If a child has a Person-Centred Plan, we review its effectiveness termly when the class teacher reviews the child's personal targets. If the target has not been achieved then it will continue to be a target but different strategies will be used in order to achieve it. The class teacher will meet termly with Parents to discuss progress made and new targets that have been set.

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. PCPs are produced termly and the school operates an Open Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and Pupils with SEND are monitored also on the Intervention Register, Lancashire Tracker and Brick Walls.

We also have several Care Plans in place currently which are reviewed annually by the school nurse. Any training needs identified are then delivered to staff.

KEEPING CHILDREN SAFE

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

What the school provides.....

The Head Teacher carries out Risk Assessments with the whole staff when necessary.

We offer a designated disabled parking space situated on the school car park for pick up and drop offs. A teacher supervises each lunch break in addition to lunchtime support staff who also supervises children in the play areas at playtimes and lunch times. We provide extra support staff on the playground and in the dining hall as is a requirement in some of our EHC plans. We have lunch time rotas to ensure that all areas of school, the dinner hall and playground are suitably supervised.

Parents can access the Anti-Bullying Policy and the Child Protection Policy on the school website. Child Protection training for all staff is carried out regularly.

HEALTH (INCLUDING EMOTIONAL HEALTH AND WELLBEING)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?

- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides.....

All medicine is recorded in a medicine book along with details of dosage and frequency. Parents sign a Parental Agreement document to grant authorisation to the school to administer to their child. Care Plans are passed on to the relevant staff members: Class Teacher; the School Cook and displayed on the 'Health and Safety Noticeboard' in the staff room. The master copy is kept in the Headteacher's office. 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. In addition, Diabetes, Epipen and Defibrillator training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

MANAGING MEDICINES ON SCHOOL PREMISES:

Non Prescription medicines:

LCC as an organisation has a policy not to accept non-prescribed medication. This policy is adhered to at our School. This includes medicines such as:

- ❖ Paracetamol and similar analgesics
- ❖ Throat Lozenges including Strepsils and 'cough sweets' such as Tunes or Locketts
- ❖ Bonjella

Prescription medicines:

Medicines will not be accepted for short illnesses when it would be in the child's best interest to remain at home to recover from the illness.

Medicines will only be accepted when essential; that is where it would be detrimental to a child or young person's health if the medicine were not administered during the school's 'day'. The school will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber.

Each item of medication must be delivered to the Headteacher or School Office in a secure and labelled container as originally dispensed. It may be appropriate for the GP to prescribe a separate amount of medication for the schools use. Where this is appropriate, this will be negotiated with the parent.

Items of medication in unlabelled containers should be returned to the parent. The school will never accept medicines that have been taken out of the container as originally dispensed nor make changes to dosages on parental instructions. The exception to this is insulin which must still be in date, but will generally be available to schools inside an insulin pen or a pump, rather than in its original container

Medicines must always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration, the child's name and date of dispensing. It is helpful, where clinically appropriate, if medicines are prescribed in dose frequencies which enable it to be taken outside the school's hours. It is to be noted that medicines that need to be taken three times a day could be taken in the morning, after attending school and at bedtime.

Medication will never be accepted if it has been repackaged or relabelled by parents.

St Joseph's recognises that pupils at school with emotional and social difficulties should be properly supported so that they have full access to education, including school trips and physical education. Some children may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed

One of our teachers has accessed training 'Nurture training', which is a 6-week course for identified children. A questionnaire is done at the beginning and the end of the course and progress identified. Our teaching assistants are also trained in the use of Social Stories – focusing on diminishing unwanted behaviours with particular children. We have recently been awarded: 'The National Nurture Award for Schools.'

Information is also available from the school Anti- Bullying Policy.

COMMUNICATION WITH PARENTS

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides.....

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 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child- one in October and one in April. Consultation evenings are also held each month, giving Parents the opportunity to meet with their child’s class teacher. A parental questionnaire is provided for parents to record their views and suggestions. The school also has a twitter account; another form of communication between school and Parents. If a child requires any kind of intervention, teachers will meet with parents to inform them and a conSENDt letter to be signed.

The school ‘Presentation and Marking’ policy allows children to respond on a daily basis to feedback given by the class teacher or teaching assistant. This is often in the form of next steps to further develop their learning. Children who are at the ‘SEND support’ stage have involvement in formulating their Person-Centred Plan. This is done on a termly basis. Children are involved in reviewing previous targets and are involved (as appropriate) in deciding next steps in their learning and development. Children who currently have an EHC Plan all have an ‘All About Me’. This is a form which the children have completed (verbally and scribed by a teaching assistant) setting out their long term goals, what helps them to learn and how they like to be helped; Parents also have input into this document. This gives an overall picture of the child as a whole and it is used when planning targets for these children. Pupils with a statement are also involved in contributing to their annual reviews. This is done through a questionnaire, and when appropriate, attending the review meeting.

WORKING TOGETHER

- What opportunities do you offer for children to have their say? e.g. school council
 - What opportunities are there for parents to have their say about their child’s education?
 - What opportunities are there for parents to get involved in the life of the school or become school governors?
 - How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEND and their families?

What the school provides.....

We have a School Council and a School Eco-Council for pupils to contribute their own views. Parents find out about the progress of their child at Parent Evenings, Consultation Evenings, Annual Reviews, and PCP reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises. We have an active Governing Body and on this we have a designated Safeguarding and SEND governor who delivers annual SEND reports to the Governing Body, ensuring that they are kept informed about SEND provision in the school.

We have a before and after school club: Club Joey's to assist working Parents with childcare. Details of this can be found on the website and in the prospectus.

Parents are invited into school on a regular basis for School Council coffee mornings, Class 'Stay and Pray' sessions, Dads'n'Lads, BERT club , Class Worships, Class Masses, School Productions and many other events organised by school to promote community cohesion.

St. Joseph's uses the following agencies to support the work of SEND in the school:

- ❖ IDSS- for assessment and small group/ individual work
- ❖ Our school nurse can be contacted through school. Referrals for health agencies, such as CAMHS, can be made through the school nurse.
- ❖ Speech and Language Therapists – Referrals can be made through school if needed.
- ❖ Occupational Therapists – Referrals can be made through school if needed.
- ❖ Parent Partnership. This service is available to all parents and carers of children with SEND. They offer support and advice.
- ❖ Educational Psychologist;
- ❖ WISH: West Lancashire Inclusion Hub.

WHAT HELP AND SUPPORT IS AVAILABLE FOR THE FAMILY?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

What the school provides.....

The Class Teacher or Head Teacher can offer help with forms if this is required. The School operates an Open Door policy. General notices are signposted around school to advertise upcoming events or general useful information e.g. Drop in Centres etc. The school has held Assessment Evenings for parents and other information work shops. We hold meetings for parents with children in Y2 and Y6 children to inform parents about the upcoming assessments. If a pupil required 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.

Here at St Joseph's we work with Lancashire Learning to provide parent and child workshops focusing on certain skills.

TRANSITION TO SECONDARY SCHOOL

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

What the school provides.....

We have an excellent transition programme between ourselves and our local Catholic High School, St. Peter's. Our Y6 pupils visit the high school for taster days and also Secondary Teachers from the high school visit to help ease the transition from Year 6 to Year 7. Our Y6 pupils attend a new intake Parents' Evening.

Throughout the year, our Y6 teacher attends half termly meetings at St. Peter's with the Y6 teachers from other local primary schools. During the Summer term, Y6 complete cross-phase activities from the high school. These are then used as starting points at the beginning of Autumn term at the high school. Extra transition days are built in for children who will require extra help in adjusting to the new school setting. St. Peter's also run a summer school to assist identified children with settling into life at the high school.

EXTRA-CURRICULAR ACTIVITIES

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

What the school provides.....

St Joseph's is an inclusive school. The ethos of our school promotes all children as equal, regardless of any SEND. Our children have a kind and caring nature in school and occurrences of bullying is extremely rare.

St Joseph's operates a daily before and after school club – Club Joey's. This is available to all pupils. There are opportunities for pupils to take part in Football, Netball, Chicken Club, Computer, Newspaper and Homework Clubs all free of charge. Street Dance, Dodgeball are available at a small charge. There are also opportunities for children with additional needs to take part in specialist SEND sports days. The Clubs are available to all the pupils in the designated age range assigned to that activity

Children entering Reception are assigned a Buddy from Year 6 and children. Buddies also help Reception children during Lunch in Autumn Term to help new pupils settle in to normal School routines.

In September, Y5 and Y6 children have the opportunity to go on a 3-day residential – always great fun! This is accessible to all. Also, in the Autumn term, Y6 children go on a day visit to London.