



SEN and Disability

Local Offer: Primary Settings

Schools and Academies

Name of School:

**St Maria Goretti Catholic
Primary School**

School Number: 06524

School/Academy Name and Address	St Maria Goretti Catholic Primary School Gamull lane, Ribbleton, Preston, Lancashire, PR2 6SJ		Telephone Number	01772 700052
			Website Address	www.smgprimary.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:	
	<input type="checkbox"/>	<input type="checkbox"/>		
What age range of pupils does the school cater for?	3-11 year olds			
Name and contact details of your school's SENCO	Mrs Suzanne Drummond s.drummond@smgprimary.co.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	Mrs Suzanne Drummond SEND-co		
Contact telephone number	01772 700052	Email	s.drummond@smgprimary.co.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	https://www.smgprimary.co.uk/key-information/send		
Name	Mrs Suzanne Drummond	Date	8.3.26

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 presenting activities so that children can access them?
- Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

What the school provides

The school comprises of two modern buildings. One of these is one storey. The other is two-storey. To ensure access for pupils and parents with disabilities, downstairs doorways at the main entrance and side entrance near the head teachers office have a ramp and are wide enough to accommodate a wheelchair. The main car parking for all stake holders is situated approximately 200m from the front entrance of the building or less. The path from the car park to the school is suitable for wheelchairs. A disabled toilet is available at the front of the school's main building. Furniture is modern and of a suitable height, appropriate to the age group of the children being taught in that classroom. Each classroom is attractive and well-resourced with clearly labelled equipment, reward displays and picture timetables for children who require them. Information is available on the school website and in addition to regular newsletters. Copies of information in a language alternative to English can be requested.

The school has a range of ICT programmes for pupils with SEN in addition to iPads, headphones, computers and interactive whiteboards installed in every classroom.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- 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 SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN 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

Early identification is vital. Teachers and TAs are all skilled in identifying the needs of individual children and planning for next steps. If a child is not making expected progress through wave 1 strategies, staff alert the SENCo. The SENCo, together with the teaching staff and TAs then formulates an appropriate intervention programme for individuals or groups. All practitioners have opportunities to raise/discuss any SEN issues at regular staff meetings.

Staff throughout the school have a wealth of experience in providing for children with a range of physical, educational and global learning difficulties and we regularly call upon outside agencies to help and advise us with appropriate provision strategies and resources.

Class teachers keep parents well informed with regard to their child's progress and any concerns are raised at the earliest opportunity. Parents are supported by the relevant staff to take an active role in the provision for their child both in and out of the school day.

The class teacher, TAs, parents and the SENCo work closely together to regularly assess and monitor the children's progress in line with existing school practices and individual SMART targets are evaluated at least each half term.

Each class has the benefit of at least one Teaching Assistant.

All staff have received first aid, TEAM teach and attachment awareness training.

When sitting examinations children with SEN can have special arrangements put in place. E.g. be supported 1 to 1 have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a pupil is receiving, resources required, the duration and regularity. The School tracker also tracks progress and provides data for monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

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 SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. If appropriate pupils are also asked to contribute to the review. SEN Learning Support Plans are produced each half term with a follow up meeting for parents available if necessary depending on the circumstance and pupil. The school operates an open-door policy with regards to any concerns a parent may have.

School is a one form entry school. The early years class is made up of Reception class children and preschool children who attend in the mornings. There are 2 Key Stage 1 classes and 4 Key Stage 2 classes.

Pupils' progress is monitored throughout the school and Pupils with SEN are tracked carefully for the small steps of progress expected.

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

All staff are responsible for risk assessment throughout the school on a day to day bases. Health and safety issues are regularly discussed in the weekly staff meetings. The Head Teacher and Deputy Head Teacher monitor all risk assessments.

If required a handover is carried out by the T/A or class teacher to the appropriate parent/carer. Parking areas by the school for pick up and drop off points can be made available.

Three members of staff supervise each break time in the Key stage 1 and 2 yard. The dining room and play areas at lunch times are always supervised by at least two adults on each play area.

Support is available in every class and some classes have additional adult support if required.

Parents can access the Behaviour Policy on the school website.

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

When required all medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Non-refrigerated medicine is kept in the head teacher's office.

Medical and intimacy care plans are devised with SENCo, teachers and parents. A master copy is kept in the medical room, class medical box and records and stored digitally. All staff are made aware of children currently on a Care Plan. All support and teaching staff are kept regularly up to date with First Aid Training, including paediatric, to ensure staff are familiar with what action to take in the event of an emergency.

In addition, Epilepsy, Diabetes and Epi-pen training has been provided, when necessary, to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

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 prospectus also provides this information. The School operates an open-door policy and has two parent evenings a year to provide opportunities for parents to discuss the progress of their child. Staff also offer class meet the teacher evenings to ensure parents are well informed about the age-related class routines, subject coverage and learning expectations. Parents of children receiving support through a wave two intervention are invited to meet with the relevant staff each half term to review individual targets. Open days are scheduled through out the year for existing and new parents to visit the school.

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 SEN and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEN and their families?

What the school provides

Pupils are encouraged to contribute their own views about their welfare and education through the School Council and regular subject related pupil consultation groups. Parents have the opportunity to contribute their views and suggestions at Parent Evenings, via EHCP Annual Reviews and LSP reviews. Elections to the Governing Body are held in the event a vacancy arises. Home school agreement is revisited annually by governors, parents and children. SEN is a key area on the head teacher's termly report to governors. A variety of strategies are used to communicate to parents by staff via newsletters, class dojo messages, the website blog and communication books, when the need arises. The link to Lancashire's Local Offer and support for parents is provided here <https://www.lancashire.gov.uk/childreducation-families/special-educational-needs-and-disabilities/>

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

School endeavours to meet regularly with parents. Key documentation is talked through with parents and carers, offer in 'user' friendly terminology. Occasionally, parents are aided in filling in SEN paperwork by the school SENCO or School Family Support Worker.

Transition to Secondary School

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

What the school provides

The school has good links with the different secondary schools the children move on to. Specialist teachers from the secondary schools share their expertise by visiting as well as inviting groups of children to different events at the secondary schools for example: Maths challenge and ICT and languages workshops.

All pupils spend one day at their chosen secondary school during their final term at primary school. When necessary school will arrange for further transition units visits and visits will be put in place as they are required by pupils to ease the move to Key Stage 3.

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

The school offers a wide range of extra-curricular activities as well as wraparound childcare during term time.

SMG Breakfast Club

Morning Club – 7.30am – 8.30am (£3.50)

The Happy Minds After-School Club:

Short session (3.10pm – 4.30pm) = £5.50

Extended Session (3.10 – 5.30pm = £9.00

Late session (3.10pm – 6pm) = £10.50

Sessions include games, films, music, arts and crafts etc.

There are a wide variety of Clubs and Activities provided by staff and parents during lunch breaks and after school (no charge).

Examples:

Choir

Football

Netball

Drawing

Dance

All children are offered the opportunity to take part in a range of activities, clubs and competitions throughout their primary school education. School endeavours to ensure that measures are put in place for accessibility for all.