



SEN and Disability

Local Offer: Primary Settings

<http://www.lancashire.gov.uk/SEND>

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School:

SS Mary and Michael Catholic Primary School

School Number:

02050

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 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.SENDReforms@lancashire.gov.uk

School/ Academy Name and Address	SS Mary and Michael Catholic Primary School, Castle Lane, Garstang, Preston, Lancs, PR3 1RB		Telephone Number	01995 603023
			Web Address	www.st-mary-st-michael.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	✓			
What age range of pupils does the school cater for?	Age 4 years to 11 years			

Name and contact details of your school's SENDCO	Helen Lavelle SENCO
---	--------------------------------------

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	Helen Lavelle SENCO		
Contact telephone number	01995 603023	Email	mhlavelle@st-mary-st-michael.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	119617		
Name	SS Mary and Michael Catholic Primary School	Date	September 2025

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

- 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 (eg; ancillary aids or assistive technology?)

What the school provides

All individual needs, whatever they are, are catered for and can be accommodated. Whilst an old building, school is accessible by those in wheelchairs through both the main entrance and the rear playground door. School is on one level with the exception of a floor height change of three steps outside the main office. To allow full access to all areas within school there is a removable ramp stored in the stockroom just by the main school office. This can be installed/removed very quickly as and when necessary. The three steps include fully installed hand rails. There is a disabled parking space close to the front entrance to school. There is a disabled toilet and shower room on site.

Furniture and resources are age appropriate and suitable for purpose.

Information is accessible for all via the school website, Class Dojo, newsletters (electronic and hard copy), noticeboards and on display in and around school. All information can be accessed in whatever form is required at time of need; including Braille, audio translation and other languages.

ICT is used to meet the needs of our pupils and computer programmes and netbook software available to support pupils with individual needs; including headphones, interactive whiteboards, standalone pcs, iPads and word processing interpreters. Specialist equipment can be sourced as required and visual resources, signs and labels used in regular practice.

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, through regular and ongoing assessment and observation is vital and allows for individual needs to be met in the classroom. The SENCO and outside agencies can help advise on the provision of intervention strategies. TAs are well qualified in implementing intervention strategies and staffing is often flexible in delivering such programmes throughout the school.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. A pupil plan will then be drawn up using SMART targets and these are reviewed every term.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practice, ensuring every individual need is met and each child can reach their full potential.

The SENDCO 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 SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened for specific learning difficulties by inclusion teachers from IDSS and other outside specialists on a private basis.

In the case of children with medical needs specialist support, equipment and training is provided by the school nurse team as appropriate.

Staff have received first aid, EpiPen and diabetes training, manual handling and handling/replacing oxygen. TAs access training as required and advice sought to support children when necessary. TAs have the experience of supporting children with a range of difficulties from moderate and specific learning difficulties to those with emotional behavioural difficulties. In the past staff have supported, both on a 1:1 and in small group situations those children with Autism and Asperger's, Down's Syndrome and Pupils with SEMH needs.

When sitting examinations children with SEN can be supported 1 to 1 (EHC Plan), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration. They may require their paper to be transcribed or scribed for them.

The SEN provision map records the type of intervention a pupil is receiving on an individual or small group basis, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. Our assessment tracker also tracks progress and provides data 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. Pupils are also asked to make a contribution to the review. Pupil plans are produced termly but are updated on an ongoing basis and the school operates an Open Door policy with regards to any concerns a parent may have.

Pupil progress is monitored throughout the school and Pupils with SEN are monitored individually, allowing for pupils needs to be met through customised plans and provision mapping.

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 where necessary. This would apply to school visits, extra-curricular activities, PE and games activities and any classroom based activities that require the assessment to be made.

There are parking areas by the school for pick up and drop off points. Managed handover of pupils to staff in school can be facilitated if required.

Three members of staff supervise morning break in addition to lunchtime support staff who supervise children in the play areas at playtimes and lunch times. Afternoon break (when taken) are supervised by the class teacher or TA. TA support is available on the school playground for those who may require such.

Support is available in every class but some classes have additional adult support if required. Parents can access all policy documentation on the school website or ask for hard copies from the school office; including the SEN and inclusion policy, behaviour management, assessment and equality.

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

The administering of medicines during school hours is the responsibility of the parents. We have a medicines policy and from which parents need to complete if the child requires administration of medicine throughout the day. This is only for medicine which cannot be administered eg antibiotics which need 4 daily doses.

Any dosage is on the care plan and signed by the parents. Care plans are written on an individual needs basis and assessed case by case. Care plans are passed on to the relevant Class Teacher and support staff members and the master copy is kept in SEN records. 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 and EpiPen training has been provided by the School Nurse with other health and therapy experts.

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 (eg 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. All staff wear badges to identify their name and role. Teaching teams are at the open school door every morning, to deal with any issues and pass messages to the relevant class teacher. All staff are on the playground, where the children leave school, at the end of the day.

The School has 2 parent evenings a year to provide formal opportunities for parents to discuss the progress of their child. The end of year report in July, has a section for parental feedback. Furthermore, the school operates an ‘Open Door’ policy. An annual parent questionnaire is also provided for parents to record their views and suggestions. Regular Open Days, curriculum information letters, ‘5 minute updates’ and curriculum information sessions allow for parents and carers to be regularly updated about life at 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

There is School Council and a School Eco-Team for pupils to contribute their own views. Pupil and parent suggestion boxes are available along with an annual pupil and parental questionnaire. Parents can have their say about their child in Parent Evenings, Annual Reviews, Pupil Plan reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises. The school operates an Open door policy allowing regular opportunities for parents to speak with school staff. Other channels such as the ‘home/school/parish agreement’, school association meetings, use of parent volunteers, parish programmes, and newsletters see quality interaction of parents and carers with the staff in school. A foundation governor has responsibility for SEN and liaises with key staff in school, in ensuring that children with special educational needs have them met.

Parents use dojo to communicate with school staff as part of the open door policy.
--

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, SENCO or Headteacher help with forms if this is required. The invite to parents, encouraging them to approach school should the need arise, is reinforced at several times through the school year. Parents are treated personally with confidentiality observed at all times.

There are notice boards which contains additional information of upcoming events or general useful information.

Parental Curriculum Evenings, led by teachers, provide information and (where required) strategies used in class.

All staff are willing and available to provide 1:1 support and explanations for any parent who requests it.

Information evening take place throughout the year as required e.g.: National Tests for KS2, Residential trip etc.

Travel assistance, advice and support are offered as and when necessary.

Transition to Secondary School

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

What the school provides

Transition visits, taster sessions, liaison with secondary school staff and specific PSHE sessions all assist in ensuring a smooth transition from our school to secondary education. All transition strategies are supported by teaching assistants as and when is necessary and favourable. Extra visits to high school or meetings with transition teachers have and can be arranged.

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 Mary and St Michael Catholic Primary provide in-house wrap around care with daily Breakfast Club and After School club, available for all pupils. There are opportunities for pupils to take part in weekly music lessons, with a peripatetic music teacher, in a range of instruments. A range of sports activities are available throughout the year which are free. In addition, pupils can take part in school football club, netball, choir, craft and art and gardening club all free of charge. All extra-curricular activities are open to and attended by all children, regardless of gender or ability.

The clubs are available to all pupils. At times a specific designated age range is assigned to an activity ensuring all pupils have access to a range of activities across the year. Year six children help reception children to help new pupils settle into normal school routines.