



SEN and Disability - “Local Offer”

(What our school can offer
to support pupils and families
with special educational needs or disabilities)

Name of School: **St Gregory’s Catholic Primary School**

School Number: **09/014**

Introduction

The SEND (Special Educational Needs or Disabilities) Reforms have placed 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 'local offer' document is designed to provide a range of information so that parents of children with Special Educational Needs or Disabilities know what support they can expect if their child attends St Gregory's.

Please do not hesitate to make contact with the school and speak to either Mrs Joanne Oldham (Co-ordinator for SEND) or Mr Darren Darbyshire (Headteacher) on 01257 263865 who will be happy to assist with any further information you may require, or can arrange a face to face meeting and tour of school.

1. Accessibility and Inclusion

Accessibility of the school environment

We are a very welcoming school with friendly staff who have very good understanding of the children in our care and form close relationships with parents.

The school environment is fully accessible including:

- Level access or ramps located at each entrance to school
- Designated disabled parking space in school car park
- A wheelchair stair lift for access to the KS2 classrooms, library, music room and computer room (which are located up a small flight of stairs)
- A disabled toilet

Accessibility of information

Information is disseminated to parents in a variety of ways including:

- A notice board is located in the entrance to the school
- School policies are available to view via the school website as well as hard copies on request
- A hard copy of the weekly newsletter is available on request from the school office
- The weekly newsletter is sent to all families via email weekly
- Curriculum information is available on the school website

Accessibility of provision

Every care is taken to ensure that all children have equal access to all provision. This includes:

- Resources are labelled with words and pictures wherever possible
- All resources are appropriate to the age and ability of the children
- Appropriate resources and equipment is provided for those children who have specific needs

Specialised equipment

Specialised equipment is purchased and provided for those children who have been identified as needing specific provision including:

- Walkers, frames, chairs, steps etc.
- Resources to alleviate visual stress including overlays, reading rulers, coloured exercise books and paper
- Pencil grips or writing slopes to alleviate pain for those children with hypermobility or dyspraxia

2. Teaching and Learning

Identification and assessment of children with SEN

It is very important that SEN is identified at an early stage. We gather information to support such early identification in a variety of ways:

- Whole school tracking system for early identification of children who are underperforming and who require additional support
- Identification by the class teacher through observation of behavioural or emotional difficulties
- Concerns raised by a parent
- Liaison with previous school or nursery setting
- Medical issues identified by a health professional or external agency

Additional classroom support

The Catholic ethos of the school is one of inclusion, and each child at St Gregory's is cherished and valued as an individual whatever their needs. Additional classroom support is provided for children who require it in a variety of ways including:

- Teaching assistants work in every class to support children's learning in small groups or 1:1 as required with children with additional needs. We are fortunate to have a higher than average number of support staff at our school (ten level 2/3 Teaching Assistants and two HLTAs).
- As well as in class support, we also withdraw children with profound degrees of SEN for periods of time during sessions when the rest of the class need silence or when the individual with SEN needs no distraction of a bright and busy classroom to complete some focus work.

Provision to facilitate access to the curriculum

A range of facilities are used to enable pupils to access all areas of the curriculum including:

- Every child with identified needs has their own individual education plan with 'smart targets' to enable them to make progress in key areas
- The use of interactive anti-glare whiteboards with touch screens in every classroom and in the school hall facilitates access to a range of learning activities for all
- Support and advice from Golden Hill to support in school with behavioural issues
- Support from CISS for KS1 behavioural issues

- Support from outside agencies including specialist teachers or health care professionals who visit school regularly
- The school employs the service of a speech and language therapist twice per term who assesses and provides programmes for staff to work on between visits
- The school has a link educational psychologist who provides termly consultations
- The school buys in an Educational Psychologist for assessments, advice, support and reports when required
- A range of appropriate equipment is provided to enable all children to access all aspects of the curriculum

SEN and disability awareness training

Opportunities are provided for SEN and disability awareness training including:

- Whole school training and development , both in house and training provided by outside agencies takes place at different times throughout the year dependent upon need

Staff speciality and expertise

The school's SENCO is fully trained and has met all of the standards for the National SENCO Award. In addition to this:

- The SENCO is a specialist dyslexia and dyscalculia teacher with AMBDA qualification (associate member of the dyslexia association)
- The year 3 class teacher has training in speech, language and communication
- The year 3 teacher has training in Lego therapy
- Some support staff have specialist knowledge and training in autism, speech, language and communication, cerebral palsy and downs syndrome

Ongoing support and development for staff

All school staff are provided with opportunities for their development. This includes:

- Weekly staff development meetings for teachers
- 5 INSET in-service training days or twilights across the school year

Arrangements and adjustments for SAT's

Appropriate arrangements and adjustments are made for those children who have an identified need. Examples of these are:

- Reader provided
- Extra time
- Exemption from participation

SEN provision map

A SEN provision map is in place and is reviewed and updated termly by the senior leadership team to make adjustments such as the allocation of 1:1 support or Inclusion in intervention groups as the need arises.

3. Reviewing and Evaluating Outcomes

Arrangements for reviews of statements of educational needs or EHC plans

Annual reviews take place for those children who have EHC plans:

- All stakeholders are invited to attend and to make contributions during the review
- Written advice is requested from all parties
- Provision mapping used to effectively plan provision

Arrangements in place for children with other SEN needs

Arrangements for those children with other SEN needs are made including:

- Parents have regular meetings with class teacher and SENCO to review provision and plan next steps
- Provision mapping used to effectively plan provision

Assessment and evaluation of provision for young people with SEND

The provision for pupils with SEND is assessed and evaluated regularly using a range of strategies including:

- Provision mapping
- Termly assessment and tracking
- Evaluation of targets set prior to intervention
- Regular assessment and update of the SEN register

4. Keeping Children Safe

How and when risk assessments are carried out and by whom

Risk assessments are carried out for a range of reasons:

- The Head Teacher carries out risk assessments where necessary and these are evaluated and reviewed annually. They are stored in the school safety manual.
- These include outdoor learning, educational visits, swimming and the use of a range of resources, equipment and areas within school.
- Class teachers undertake daily risk assessment of any activities and lessons within their classroom

Handover arrangements at the start and the end of the day

Rigorous procedures are in place at the start and the end of the school day to ensure the safety and well-being of all children which includes:

- All parents complete a form stating named adults that should pick up their child as part of the induction process. This is updated annually and children are only handed over to named individuals
- Foundation stage and KS1 children are collected from their classrooms via the class teacher

- Children in KS2 are taken onto the playground by their class teacher where parents are able to collect them
- Parents of KS1 and foundation stage stay with their children until the start of the day and hand them over directly to the teacher on the door.
- Pupils in KS2 enter school onto the playground where parents are not permitted and are greeted by a member of staff
- Pupils with identified needs in KS2 are met by an appropriate adult as they enter the playground from 8:45 onwards
- If required a handover is carried out by the SSA, a T/A or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points

Parking areas for pick up and drop off

Areas for parking are allocated including:

- Allocated disabled parking space
- Arrangements for pick up or drop off at vehicle for families with an identified need

Arrangements for supervision during breaks and lunchtimes

Provision is in place to support children during breaks and lunchtimes including:

- An allocated member of staff per class to supervise children where necessary
- Allocated 1:1 support for those children identified as having specific needs
- Lunchtime club for indoor provision
- Supervised lunch for children who have specific needs and are unable to eat within the larger environment
- Playground pals to support friendships during lunchtime

Staying safe outside the classroom

Policies

Policies are available for parents to access via the school website, including Behaviour and Anti-Bullying policies.

5. Health (including Emotional Health and Wellbeing)

Managing and administering the safe keeping of medicines

Procedures are followed closely regarding managing and administering medicines which may need to be taken daily by pupils for a variety of reasons. We ensure that:

- All medicines are stored securely within the office
- All medicines are clearly labelled with name and dosage
- Medicines are administered or supervised by a named member of staff

Care plans

Care plans are put in place for those children who require them. They are devised in conjunction with parents and health professionals including school nurses. All relevant staff

are made aware of the content of care plans for individual children. Any required training specified in the care plan takes place for specified and sometimes all staff

Medical emergencies

Teaching and support staff, including lunchtime assistants, have first aid training, including paediatric first aid

Staff training for particular needs

Staff are trained as appropriate for particular needs including:

- Paediatric first aid
- Moving and handling
- Specific training is undertaken as required e.g. epipen, diabetes

Health and therapy services available on site

Health and therapy services are provided by the school as appropriate so that these services are available on site. These include:

- Weight and height monitoring at reception and year 6
- Hearing and vision monitored at year 1
- Occupational therapy
- Physiotherapy
- Speech and language therapy

6. Communication with Parents

Informing parents about roles and responsibilities

The school ensures that parents are aware of the roles and responsibilities of particular staff

- Roles and responsibilities of all staff are identified in the school entrance on a photograph board, on the school website and in the school prospectus
- All children in EYFS have a nominated key worker

Communication with key staff

At St Gregory's, we have an 'open door' policy and encourage parents to contact us, either in person, by class dojo, phone, email or letter, to discuss any concerns about their child. Class teachers are usually available after school and where this is not possible, appointments can be made. In addition to this we provide:

- School telephone number and headteacher's email address are on every school newsletter and can also be accessed via the website
- SENCO's email address can be accessed via the website
- Regular parental questionnaires and Parent View

Updates for parents

Parents are updated on their children's progress and the provision provided by the school in a variety of ways including:

- Termly parents meeting (class teacher and SENCo where necessary)
- End of year report
- Curriculum evenings including reading, phonics, maths and internet safety

Open days

A variety of open days and evenings are scheduled throughout the school year. Key events are:

- Open day in October during the school working day where parents, new and current can make an appointment to be shown around our working school by the school council
- Open evening as a continuation from the open day to have a dialogue with school staff and children
- Induction evening for new reception pupils in June

Parental feedback

This is sought formally via parental questionnaires and Parent view but we also welcome conversations about things parents have enjoyed or constructive comments on any issues.

7. Working Together

Opportunities for pupil voice

There is an active School Council which influences areas of school life such as the action plan and resource choice of playtime equipment. The children at St Gregory's are extremely considerate and thoughtful to children with special educational needs and this is often reflected in their decisions.

Pupils' views are also sought through:

- Eco council
- Target setting for personal performance including reviews and IEP's
- Annual pupil questionnaire

Opportunities for parental voice

- Parental questionnaires
- Parent view

Opportunities for involvement in the life of the school

- Parents are invited to weekly celebration assemblies and collective worship
- PTFA events
- Information evenings including curriculum and internet safety
- Foundation or Parent Governor roles

How the governing body involves other agencies

- There is a nominated SEND governor who meets regularly with the SENCO and reports back to governors on the issues surrounding SEND

Using home school agreements to support children with SEND and their families

- Home school agreements are sent out and completed when the children first start school
- Parents also sign an internet safety agreement

8. What help and support is available for the family?

Help with forms and paperwork

- We have an open door policy where parents can ask one of a number of members of staff well-placed to assist them. These include Mr Darbyshire (headteacher), Mrs Robinson (school business manager), or Mrs Oldham (SENCo) who will all be happy to offer support with the completion of any paperwork.

Information, advice and guidance for parents

At St Gregory's we disseminate information to parents that may be of interest to them. Included in this are things such as information relating to them information of local support services.

9. Transition to Secondary School

Transition

We prepare the children for transition to high school in a variety of ways including:

- Transition meetings with the high school that the pupil will be attending along with parents and other stakeholders
- Invitation of high school to any EHCP reviews
- Extra visits to the school if deemed appropriate including participation in our main feeder high school's transition programme.
- Individual files including all relevant documentation forwarded to the high school

10. Extra Curricular Activities

Breakfast, after school and holiday clubs

The school provides a range of provision including:

- "Gregory's Gang" Breakfast Club which begins at 7.45 am each day and After School Club which offers a range of activities until 6.00pm each day (charged facility)
- Other organisations such as football clubs offer holiday clubs within the school during the holiday

Lunchtime and after school activities

Lunchtime and after school activities are on offer for all children including:

- Sporting, music, arts and curriculum clubs are offered free of charge by members of staff
- Outside agencies provide additional clubs often at a small cost e.g. fencing, judo, and the school offers bursaries if necessary so that every child has equal opportunity to participate

Inclusion

Some of our clubs are age-specific to ensure full enjoyment but we ensure that all clubs are inclusive by:

- Making adjustments so that a child with any SEN including disability can attend
- Including extra members of staff or 1:1 support within the club if necessary
- Providing equipment that enables all pupils to take part

Making friends

At St Gregory's we have a strong Catholic ethos and the school community upholds the school's mission statement:

"In the joy of the Gospel, we will work together to be kind, fair and honest and become the people Jesus calls us to be."

- All children know the mission statement and strive to live by our motto 'be kind, be fair, be honest'
- Playground pals from Year 5 and 6 play with children in EYFS and KS1 during lunchtimes to develop friendships and games
- Each reception child has a Year 6 buddy
- Upper KS2 children are reading buddies for children in KS1
- All children are in house teams throughout the school and support each other; sometimes participating in mixed age house team events to develop our 'school family' ethos
- We have good relationships with our families and we endeavour to resolve any issues with friendships quickly and professionally
- St Gregory's prides itself on the outstanding behaviour of its pupils and actively rewards kindness and consideration of others. Visitors to our school regularly comment upon the behaviour of our pupils towards one another and particularly towards those who have additional needs or disabilities.