



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

St Peter's Catholic Primary School

School Number 04050

Accessibility and Inclusion

What the school provides

- St Peter's Catholic Primary is a fully inclusive school. The school is built on one level and doorways are wide enough to enable wheelchair users to access all parts of the building. There is also access to outside provision whilst the access to both playgrounds is also wheelchair friendly.
- The car park area maintains a disabled parking space close to the reception entrance which has disabled access via a ramp and electronic door.
- The school has a disabled toilet.
- School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for the school's individual circumstances. These can be accessed via the website or alternatively from the school office and are available in different font sizes on request.
- For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. School aims to ensure that all communications in written form are clear and concise, but will inform parents, carers and family members verbally where appropriate. Information is available via the school Seesaw App, Teacher to Parent's communication system and website (which can be translated by using the translate button) in addition to regular newsletters.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classroom. Where required, modified furniture/chairs will be provided.
- The school provides visual timetables where appropriate and uses a range of ICT programmes for pupils with SEND in addition to class sets of i-pads with available headphones, whiteboards which are installed in every classroom.

Teaching and Learning

What the school provides

- It is vital that children with SEND are identified early, and suitable adaptations are established. This is achieved through ongoing classroom assessments alongside less frequent formal assessments which are recorded on our in-school tracking system. This information forms the basis of discussions between the class teacher and Senior Leaders.
- High quality teaching is at the centre of teaching and learning across all subjects at St Peter's and we believe this provides an excellent offer for all our children and ensures ambition and support for those children who have additional needs.
- Where a barrier to learning is identified and a child is not making expected progress, the class teacher will complete an Initial Concern Form and discuss this with the SENDCO. Further discussion may then take place between the class teacher, SENDCO and parents and suitable adaptations will be put in place. If required, an Individual Education Plan (IEP) will be written for the pupil where, small achievable targets are set. These targets are reviewed regularly making adaptations where required, and formally each term in the form of an updated IEP which is shared with parents.
- We have skilled teaching assistants who have had training in working with children with a diagnosed autistic spectrum disorder, training in delivering motor skills programmes, Speech and Language programmes as well as a physio and sensory processing programmes.
- Additional training will be sort if required to meet the needs of the children in our care.

- The Family Learning Mentor is skilled and experienced in dealing with Social, emotional and mental health concerns and needs and has received training in this area. In addition, she is a qualified Forest School Practitioner as well as Therapeuti Schools Practitioner. Her role includes supporting parents and carers, championing Early Help I,nterventions and also triaging need with our other trained ELSA staff, of which there are two.

- Where necessary, support from external agencies will be sought in order to break down barriers to learning and facilitate academic progress. Children can be screened for dyslexia, dyscalculia and moderate learning difficulties. They can be assessed internally or by outside agencies such as Specialist Teacher, Educational Psychologist, Speech and Language Therapist or Occupational Therapist. Each class has the benefit of Teaching Assistant support. In the case of children with HI, VI or medical needs, specialist support equipment is provided by NHS (Diabetes Nurse, Epilepsy Nurse, Asthma Nurse, School Nurse, CAMHS, etc.)
- Staff have been trained in ways to make lessons assessable to all and differentiate through their in the moment feedback, additional resources and methods that support children in knowing more and remembering more. Staff have received First Aid training (including Paediatric, Mental Health), Epipen training, Diabetes and ADHD. Several Staff have received additional training in order to support pupils with Autism (ASD). Provision can be made to apply for a reader or a scribe in SATS tests to enable children to have every opportunity to succeed. Extra time may be sought along with regular comfort breaks during the assessment for those children who may struggle to focus for a length of time or who need extra time to process information. For children with motor skill difficulties the school makes good use of ICT in order to support children recording their work.
- The school provision map looks at the needs of the children first, then allocates suitable staff to support that class either on an individual basis or as a group of children with similar needs. This can take the form of a pre teach, to ensure that children are able to access the teacher input for the next lesson, or an in lesson re-teach. Where possible all children will spend their time within the classroom, in front of the class teacher supported by additional resources and input.
- IEP's records child's additional need and characteristics, the type of intervention a pupil is receiving, who is providing the support and pupils progress throughout the school. For SEND pupils working well below Age Related Expectations PIVATS are used to monitor and celebrate their small steps progress.

Reviewing and Evaluating Outcomes

What the school provides

- Currently all children with an EHCP have an annual review where all stakeholders are invited. In addition to this, parents are invited to attend termly IEP meetings and where appropriate a “Team Around the Family” (TAF) meeting/ Early Help. Meetings may be arranged where parents and professionals can meet to discuss the changing needs of a child and assess progress.
- All IEP’s are working documents however, a formal recording and review is made termly by the class teacher, the staff who support the needs of the child and the SENCO. This is recorded on our IEP format with a copy provided to parents and the child and then new targets are discussed and

set. The aim is to get a child to the point where an IEP is not needed and barriers have been removed.

- Targets need to set in small steps and the desired outcome explained to both parents and the child. Class teachers may also discuss how this can be achieved and what parents and the child can do to help. Where a child has a Disability, all reasonable steps will be taken to ensure full integration into school life. Lessons such as PE and outdoor provision will be differentiated to ensure expectations are achievable.
- The effectiveness of provision is monitored by the SENDCO's analysis of whole school data. This is evaluated by the SEND Governor who provides feed back to the Governing Body in a formal annual report. The headteacher also comments on the SEND provision termly in her Headteacher report.
- The school operates an open door policy with regards to any concerns a parent may have.

Keeping Children Safe

What the school provides

- Risk assessments are completed as and when necessary. These are usually completed by the class teacher alongside other key staff. This may include the Headteacher, members of the Senior Leadership Team and the FLM.
- Where a child has a medical condition such as epilepsy or diabetes, their information will be displayed clearly in the staff room and all staff, including additional lunchtime staff, and Ark staff will be made aware of the protocol for managing the child's needs. Staff will be trained annually as directed by the School Nurse.
- At the end of the school day staff make sure pupils are 'delivered' to their parents or person(s) identified as collecting them. Children are allowed to walk home once a written permission has been sought and staff and parents are in agreement that the child is capable of doing so.
- The school is situated in a residential area and there is limited on-road parking in the immediate area. A disabled parking spot is allocated close to the front entrance of the school.
- Where lunchtimes/playtimes are identified as an area of concern, the school will make relevant adjustments to maintain the safety of all. St Peter's Catholic Primary School provides a safe-haven and supervised support for children, at break and lunch times. At least two members of Staff are on playground duty on the playgrounds at morning and afternoon breaks. Teaching Assistants, supported by an additional member of staff and Welfare staff, supervise the children in the lunch hall and playground over the lunch time period. This is overseen by a member of the teaching staff.
- The school follows Lancashire guidelines in relation to school trips. All school trips are processed through 'Evolve' system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/ responsible staff.

- The Behaviour and Anti-bullying policies can be found on the school website or requested from the office.

Health (including Emotional Health and Wellbeing)

What the school provides

- Prescribed medication is administered by trained first aiders. A permission slip must be completed by parents/carers giving details of the medication and dosage required before any medication will be administered. This is available to parents via the school app. Medication is stored in the medicine fridge located in the staffroom and may only be administered by a member of the Senior Leadership Team or a trained First Aider at Work.
- Inhalers are kept in the child's classroom or were advised on the child. The administration of inhalers is overseen by a member of staff and recorded in the individual pupil's record book which is kept with the inhaler. All medication is checked regularly by the Lead First Aider for expiry dates and parents contacted to replace if necessary.
- Care plans are drawn up in consultation with relevant agencies and parents. Copies are distributed as necessary and stored on CPOMS. They are reviewed by the School Nurse and SENCO at least annually or if circumstances change.
- The Staff are briefed by the School Nurse regarding pupils with medical needs. Additional training for Staff is arranged via the School Nurse when necessary. 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 have been given by the School Nurse and other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- The School does not have any health or therapist services in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the School's safeguarding protocols. There are regular visits from the School Nurse, Speech and Language Services, CAMHS workers, Educational Psychology Service, Occupational Therapists, Physiotherapists, Specialist Teacher.

Communication with Parents

What the school provides

- Staff profiles are available on the school website. The Headteacher usually takes parents on a tour of the school before their child(ren) start. An overview of the staffing structure is given and key personnel (Class teacher, Senior Leaders and SENCO) are introduced.
- Staff are flexible in their contact with parents/carers using Seesaw as well as the telephone to communicate; should they not be available they will return calls as soon as possible. Parents and carers are welcome into school – we operate an open door policy. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.
- Parents/carers of children who have an IEP are invited to attend a termly review meeting to discuss their child's progress. Parents' evenings are held twice a year and a formal written report is produced twice a year.
- Open Days are held for prospective parents in the year before their child is due to commence school. All September admissions have transition visits in the term before the summer holiday to become familiar with staff, other peers and their environment. Those joining mid-year are also offered the opportunity for transition visits if appropriate and individual support from the Family Learning Mentor to aid the transition process from one school to another.
- Parents can give feedback to school face-to-face (a member of The Senior Leadership Team is usually outside at either end of the school day), via email, Seesaw, via regular questionnaires or during parents' evening.

Working Together

What the school provides

- Two children from each class Year 1-6 represent the School Council and meet half termly.
- When reports are sent home, there is the opportunity for parents to speak to staff.
- There is a very active PTFA who meet at least once every half term to discuss fundraising events.
- Parent governors are appointed for 4 year terms following election process.
- The nominated SEND Governor monitors SEND provision in school working alongside Headteacher and SENDCO and produces an annual report for Governors.
- Parents can have their say about their child in Parent Evenings, Annual Reviews and IEP reviews.

What help and support is available for the family?

What the school provides

- Support for completion of forms/paperwork is offered and provided on request by SENDCO and Family Learning Mentor.
- EHAs are supported by the Family Learning Mentor.
- All applicable school policies can be found on the school website. School will broker support for families where possible.
- When appropriate, school will organise a travel plan with the parents. The Class Teacher, SENDCO or Head Teacher can offer help with forms if this is required.

Transition to Secondary School

What the school provides

- Our feeder school is St. Bede's Catholic High School, Lytham however, some children do attend other high schools in the area. Each year pupils visit their forthcoming Secondary School for taster sessions.
- The Heads of Year will visit the school to ease transition and also discuss each child with the Year 6 teacher.
- Transition meetings between SENDCO's will identify appropriate provision requirements. IEPs and other related information will be forwarded to the new school. If necessary extra visits will be arranged for a pupil(s) who might find the move to high school very challenging (SEND) or who has a disability where problems need resolving before they move.
- FLM facilitates Forest School sessions for our cluster schools to support transition for those pupils for whom we have identified as needing additional transition support.
- My Happy Minds, our mental health programme has additional resources to support Year 6 transition.
- In school we discuss transition to high school and emulate what high school will be like in the weeks leading up to the summer holidays.

Extra Curricular Activities

- St Peter's Catholic Primary School operates a daily Breakfast Club led by familiar school staff and an After School Club-The Ark staffed by familiar staff. These are available to all pupils.
- The school does not offer school holiday childcare. However, parents are signposted to local provision and the FLM provides HAF codes to those children and families that are eligible.
- There are opportunities for pupils to take part in lunchtime and after school activities. A minimal charge may be made for some clubs in order to cover costs.

activities such as Football, Netball, Multi-Sills, Cricket, Computing, and choir. All children are invited to attend clubs for their age.

- Children entering Foundation Stage (Seedlings) are assigned a (Gardener) from Y6. Adults are always on duty at playtimes and will encourage friendships. Y6 in particular support the younger children at breaks and lunch times to help all pupils especially those who find mixing and making friends more difficult.

Feedback

What is the feedback mechanism

- The school seeks parents/carers views and feedback via communication platform Seesaw, through questionnaires, annual review parent forms . Parents are signposted to Ofsted Parent View via the school website.
- The school operates an open door policy and parents can make appointments with class teachers and members of the Senior Leadership Team at their convenience.
- Reports are sent out twice yearly with Parent's meetings in between. Teachers are available at the class door nightly.