



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: **St Paul's C of E Primary**

School Number: **11026**

<b>School Name and Address</b>	<b>St Paul's C of E Primary</b> <b>Union Road</b> <b>Oswaldtwistle</b> <b>Lancashire</b> <b>BB5 3DD</b>		<b>Telephone Number</b>	<b>01254 231026</b>
			<b>Website Address</b>	<a href="http://www.st-pauls.lancs.sch.uk">www.st-pauls.lancs.sch.uk</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>No</b>			
<b>What age range of pupils does the school cater for?</b>	<b>4-11</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Laura Briggs</b>			

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.

<b>Name of Person/Job Title</b>	<b>Laura Briggs</b> <b>Year 1 Teacher / SENDCo</b>		
<b>Contact telephone number</b>	<b>01254 231026</b>	<b>Email</b>	<a href="mailto:l.briggs@st-pauls.lancs.sch.uk">l.briggs@st-pauls.lancs.sch.uk</a>

Accessibility and Inclusion
<p>The school was built in 1873 and is fully wheelchair accessible. The school has and adult accessible toilet and a child accessible toilet suitable for wheelchair users. There are bright displays throughout the school and interactive boards in all classrooms. Policies for the school are available on request and key policies are available on the school website. A range of information is available on the school website. In addition weekly newsletters are also sent out. Most classrooms are fitted with blinds and all are equipped with modern furniture and the height of furniture is suitable to the age group of children being taught in that class. The school also has coloured overlays and whiteboards for SEND pupils, which are used when needed. Laptops, iPads, headphones and interactive whiteboards are some of the aids used to assist SEN learners in school.</p>

Teaching and Learning
<p>SEN learners are identified early and the use of outside agencies, where necessary, help advise on the provision of intervention strategies. Class teachers inform parents of</p>

identified needs at the earliest opportunity. Teachers consult with the SENDCo who works closely with all staff and parents to help meet the needs of SEND learners.

Assessments are completed every half term by the class teachers and analysed by the Headteacher and SENDCo. Some SEND children are assessed using PIVAT's. Where appropriate, children can be assessed for various needs by outside agencies such as Lancashire Authority's traded Inclusion and Disability Specialist Service (IDSS), Hendon Brook Short Stay School and other specialist schools in the area. The Educational Psychologist is involved for assessment, observation and advice and guidance of strategies to use with some SEND learners.

All classes have at least one Teaching Assistant based in the classroom and some classes have additional support depending on the needs of the pupils. The school also has a successful nurture group to help meet the needs of children with behavioural, emotional and social developmental needs. The school has staff available to provide children with mentoring as and when required.

Hearing Impairment (HI), Visual Impairment (VI), emotional and medical needs equipment and support is provided by IDSS, the School Nurse team and specialist nurses for diabetes. Relevant staff have received training on diabetes via the diabetic nurse.

Visual timetables are used as needed for classes as well as individual children. In addition individualised behaviour plans are used where necessary. Some children may need a behaviour support plan in place. Children with medical needs have a specific individual care plan.

Transition meetings are held at the end of each academic year to ensure smooth transition from one class to the next.

Some staff have Paediatric First Aid Training. Other training has included Literacy and Numeracy skills; BESD; Nurture Group; Positive Handling; Dyslexia and Hearing Impairment. The SENDCo attends clusters and other courses regularly to update her professional knowledge as well as train the staff in SEND when required. The SENDCo is an experienced teacher with experience in a range of areas including ASD; BESD; EAL; VI; and SpLD. Children with SEND and statements can be supported during end of Key Stage Assessments by being given timed breaks, additional time to complete tests as well as a quiet small group setting to complete the tests so that they can concentrate better.

The class intervention grids completed every half term records the type of intervention a pupil is receiving, the duration. This also highlights Pupil Premium/EAL/GRT children.

### **Reviewing and Evaluating Outcomes**

Where applicable, parents contribute to the EHCP Annual Review and receive copies of all the relevant paperwork concerning their child. Pupils also contribute by writing comments on the form provided which is then shared at the review. Pupils of a very young age draw pictures to illustrate what they want to say. Photographs are used for children with more complex needs.

Individual Education Plans are written and evaluated three times per year and shared with parents. Children can also be given an IEP if they are new to the school and needs have been identified as well as at any point in the year, should the need arise. The school has an open door policy and parents are welcome to discuss any concerns with the SENDCo and class teachers. Progress of pupils is monitored through half termly tracking, IEPs, interventions, and provision mapping. The school has accessibility plans in place which are three year plans, reviewed annually.

### Keeping Children Safe

The Headteacher carries out risk assessments where necessary. School trips are all risk assessed by staff and authorised by the Local Authority (Type B) and Governors.

Health and Safety walks as well as other safety assessments are in place in the school. Handovers are carried out by teachers and TAs if required for some children. A senior member of staff is always available at playtimes and lunchtimes. If needed, children will have lunchtime support for medical and physical needs.

At lunchtimes, a member of the Senior Leadership Team and welfare staff are on duty to supervise the children. Statement/EHCP children have support at playtimes and lunchtimes if required. All classes have TA support and in some classes there is additional support dependent on the needs of the children. In addition an extra TA is available for pupils if the need arises.

Behaviour support plans are in place to ensure the children are safe. The Anti-Bullying Policy is available on the school website as well as other key policies e.g. Whistleblowing and Safeguarding to ensure the safety of all children. The school completes concern logs and follows child protection procedures if children are at risk of harm. The CP Policy is also available on the website.

Liaison with outside professionals such as Children's Social Care and the Police is on-going as and when a need arises to keep children safe. The Head teacher, Deputy Head teacher and Assistant Head teacher been trained as the Designated Senior Leaders for safeguarding which is every 2 years. Staff are trained regularly on safeguarding.

A secure fob entry system ensures the safety of all staff and children in the school. All staff have a Photo ID badge and visitors are asked to sign in and are then given a visitor badge for identification purposes.

A structured behaviour management system also aids the safety of all children in school. Emergency evacuation procedures are in place and reviewed on an annual basis for effectiveness. These include evacuation both on and off site. The school has hi-vis jackets available for emergency procedures; when completing road safety training with the children and for children who require close supervision due to their needs. In addition whole school safety training is delivered such as road safety and staff safety on line.

Cyberbullying, Stranger Danger, Anti-bullying, Transport Danger and E-safety information is given to all children to keep them safe. The school has a notice board in the staffroom to

inform all staff working in the school of the various SEND/CP needs the children have in school to ensure safety of all pupils.

### **Health (including Emotional Health and Wellbeing)**

All medicine administered is recorded on a form and signatures are obtained by the parent/carer. Care plans are completed by the school and school nurse in liaison with the parent/carer. The master copies are kept in the child's SEN file and the plans are shared with the class teacher as well as being displayed in the staffroom notice board. The medicine dosage (if applicable) and frequency is also included on the plan.

The vast majority of staff are First Aid trained.

We have a pupil support worker who works with families and children who need extra emotional support and can direct other service where necessary. He is also our mental health and wellbeing champion. One to one mentoring also meets the emotional needs of vulnerable pupils. The school has a breakfast club every morning which is free of charge. This aims to help meet the health and wellbeing needs of pupils.

The school works very closely with the school nurse team to ensure children's health needs are met. Counselling services can be accessed via the IDSS team if required for more complex emotional needs. CSC support workers and Hyndburn and Ribble Valley Domestic Violence Team (HARV) also work with pupils to help meet their emotional and social needs for short periods of time. In addition regular Team Around The Family (TAF) and other meetings are held to help support children and their families in all aspects of their health and wellbeing. The Family Liaison Officer supports parents and their families for a range of needs.

The PSHE curriculum is personalised according to the needs of the children in order to meet their needs effectively. Pastoral support is also available from the vicar for staff, parents and children.

### **Communication with Parents**

The school website has details of all staff employed by the school and the school prospectus also has this information. There are photographs of all staff and their roles in the main entrance of the school.

The school operates an open door policy and parents are welcome to come into school to discuss any matters. Open days and charity fundraising events take place in school and parents are invited to these.

The parental questionnaire is sent to parents to complete and return to the school. Feedback comments are acted upon by the school.

An annual report at the end of the academic year is sent to parents. IEPs are also sent out to parents three times per year.

The school welcomes parents to the 'Chill and Chat' as well as 'Stay and Play' sessions. Parents are invited to attend celebration worship as well as other events throughout the year. Home school links are established with parents of SEND pupils and behaviour management strategies and advice are in place.

Each child has a Home/School diary as a form of communication. The school carries out home visits for all new reception children every year before September. In addition, home visits are made for pupils as and when necessary to support families. A group call text messaging system is used to inform parents of key events taking place in school. A text message is also sent to parents for attendance purposes. There is a first response system in place to improve the attendance of pupils. In addition the school has a traffic light system of letters to inform parents regarding attendance. Attendance contracts are also in place to help support families in raising the attendance. If attendance does not improve, pupils can be referred to Lancashire Authority's Pupil Attendance Support Team (PAST).

### **Working Together**

The school has a REACT council for pupils to share their views. Parents can express their views about their child in parent evenings and annual reviews. Elections to the Governing Body for Parent Governor positions are held if a vacancy arises.

The SENDCo provides a detailed SEND report for Governors on an annual basis. The SEND Governor and SENDCo liaise on a regular basis.

Home school agreements are in place for all children in the school and attendance contracts are used as and when required. Home/School diaries are used for communication between the school and the parents.

The informal chat and play sessions are another form of communication and expression of views. There is also a PTFA group currently being set up. The Senior Leadership Team are available in school for parents to share their views with.

### **What help and support is available for the family?**

Parents are assisted with online admissions and Free School Meal applications if needed. A weekly newsletter keeps parents informed of the upcoming events in school. Parents are invited to class assemblies as well as celebration worship every Friday. Throughout the year parents are invited to performances for key religious events, some of which are held at church.

We have a number of parents who support the school in various events. If a pupil required a Travel Plan to get their child to and from school this would be dealt with by the SENDCo if required.

### **Transition to Secondary School**

All Year 6 pupils have taster day visits to their chosen secondary school. SEND children may also have extra taster days to help ease the transition. All the relevant records for SEND pupils are sent to the new school and teachers from the secondary provision visit the school. The SENDCo invites the secondary school SENDCo to the Transition Annual Review of children with a statement.

### Extra-Curricular Activities

At our school, we are proud to offer a free Breakfast Club each morning to support our families and ensure every child starts the day with a healthy meal in a calm, welcoming environment. We also partner with Progressive Sports to provide a fun and engaging Afterschool Club, where children can take part in a wide range of exciting activities such as team sports, games, creative play, and more. All our clubs are fully inclusive, ensuring that every child, regardless of their individual needs or abilities, can participate and enjoy the experience. We are committed to creating a safe, supportive, and enjoyable space for everyone.

There is a buddy system for pupils to encourage friendships. Play leaders support pupils at lunchtimes too. Also the nurture provision and PSHE curriculum including circle time once a week aids the behavioural, emotional and social development of all pupils in school. At lunchtimes staff on duty encourage children to play games and equipment is available for children to play with such as footballs. Each class has a range of school trips during the academic year. Once a year the school organises a residential trip.

**Reviewed: Sep 25**

**Next Review: Sep 26**

### Amendments

**After-School clubs and Progressive sports**  
**Changed SENCO name and contact details**