



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St Teresa's Preston**

School Number: **06036**

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 SENCO 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.SENDEReforms@lancashire.gov.uk

When saving your local offer please use the following format:
LO-STTERESASPRESTON-06036

School/Academy Name and Address	St Teresa's Catholic Primary School		Telephone Number	01772 797397
	Downing Street Preston PR1 4RH		Website Address	www.st-teresas-pri.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:	
	No			
What age range of pupils does the school cater for?	3-11			
Name and contact details of your school's SENCO	Mrs Heather Clipston SENCo hclipston@st-teresas-pri.lancs.sch.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	Heather Clipston SENCo		
Contact telephone number	01772 797397	Email	hclipston@st-teresas-pri.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			
Name		Date	

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

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 information is 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

The school has seen many changes over the past few years to ensure the school is fully accessible, the KS2 department, the school hall is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances within the school are wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available on the school car park for disabled persons and toilets/changing facilities are available for wheelchair users if the need should arise.

Information and policies is made available to parents on the school website and also two parent noticeboards in addition to regular newsletters, which are in clear readable fonts. Information is beginning to be made available in a range of different languages, we can provide support for parents and children whose first language is not English, as a school we try to ensure that parents whose first language is not English have letters and procedures explained to them in their home language to prevent any misunderstandings. We have provided EAL courses within school for parents who would like to develop their English speaking skills.

Within the classrooms a range of labelling is used from photographs and symbols or using the PECS system depending on the needs within each class. Children within the EYFS are encouraged to select the resources they need from around the classroom environment so resources are always available for them to use within

their chosen activities. Within school the furniture is modern and the appropriate height for the age group of the children taught within the classroom, displays are at a child level and interactive where possible, the use of a 'working wall' is a feature within each classroom.

The school has a range of ICT programmes for pupils with SEN in addition to I pads, computers with headphones and interactive whiteboards/ screens 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

Children's progress is carefully monitored and any concerns are discussed with the SENCo and parents initially before a discussion with the Schools Educational Psychologist.

Within the classroom we have a class teacher and a TA to support the individual needs of the children within our care.

Where needed we buy into support services through external providers and other external agencies who can offer support for children with additional needs. Children are encouraged to work independently where possible although support is available through intervention and small group work. At present we provide support to develop childrens speaking through structured WELLCOM assessments, children are assessed in Foundation stage and key stage 1 and then a program is devised to address individual needs

All staff are sensitive to the needs of children with SEN; training is accessed on a needs basis for example medical training for children who use medical devices in school.

The current SENCo is a qualified specialist teacher having completed the specialist teaching qualification for Dyslexia and also the National SENCo award.

All staff in school are actively involved with the implementation of Individual Education Plans (IEP's) and Individual Behaviour Plans (IBP's) Staff are encouraged to contribute to writing and evaluation of these plans. Staff involved with children who are in receipt of an EHCP are encouraged to contribute to the annual review progress meetings.

Children who have SEN and require additional support for SATs and tests are supported following the guidance set out in the assessment and reporting arrangements.

The school plans the appropriate interventions to target the needs of each child, these intervention programmes are carefully monitored to assess the impact and effectiveness to ensure that the children taking part make good progress to make the necessary catch up required. A variety of intervention programs are used to target specific needs across the curriculum including speaking and listening, reading, writing and maths.

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

Where a child has an education, health care plan parents are invited into school to discuss the progress towards the targets set at the previous meeting. Parents are invited to contribute their own views and attend the meeting where all teaching staff involved with working with their child will be present. As a team we endeavour to provide the best possible educational outcome for children within our care.

Parents of children who have IEP's or IBP's are invited to discuss and review their child's plan and contribute their views regarding progress made and strengths. Children's progress is carefully monitored and tracked to ensure that all children make progress, if a child does not make progress this is swiftly identified and steps taken to investigate possible reasons for this before support is put in place to address the issues identified.

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

Risk assessments may be needed for different children who have needs to ensure that they are safe while in our care the head teacher has overall responsibility for this. Handling plans will be written and parents consulted if there is a need to support and keep the child/children and staff in our school safe. All staff have been trained to use safer handling techniques.

Depending on the age and need of different children a verbal hand over where the parent or carer may need to pass information to the class teacher and vice versa at the end/beginning of the day may be required. In some cases we use home school diaries to report on children's progress and behaviour if needed.

Many of our children walk to school living in the immediate locality however children can be dropped off by car although parking is along Downing Street, there are keep

clear zig zag markings in front of school and parents are reminded that they should not stop or park in this area for the safety of all children crossing the road.

There is a very large playground and artificial pitch to the rear of the school where we have excellent facilities. Due to the size of the area we have a high number of adults to supervise playtime and lunchtime breaks. Where a child has had a risk assessment completed it may be necessary to provide 1:1 supervision or support to ensure a child's safety at these times.

Children are aware of the need to be safe to ensure that they are safe and to be aware of others. During PE lessons all staff are aware of dangers and children are taught following the 'safe guidelines for PE'. School trips are planned and carefully risk assessed this process is carefully managed through our educational visits co-ordinator.

The Antibullying policy is available in school and can also be accessed via 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

As our school policy states, we do not routinely administer medication unless it is part of a care plan or it is prescribed medication such as antibiotics that need to be taken four times a day. The exception to this is asthma inhalers. Care plans are drawn up by school staff in consultation with parents/carers. Information regarding care plans is displayed in the staff room. Medication is stored appropriately for example accessible but supervised inhalers. Where a child may require an epipen this is stored in the classroom but out of reach of children all staff in the class are trained along with welfare assistants and other relevant staff. If a child requires prescribed medication 4 times a day for a temporary period then a medication form is completed by the parents stating the time and specific requirements for storage and administering the prescribed dosage. Medication is stored securely in the bursar's office or in the refrigerator in the staff room.

Regular training is given to staff where medication is required to be administered this training is usually delivered by the school nurse, a list of trained staff are displayed in the staffroom. A number of staff are trained to administer first aid to children including specialist paediatric first aid to the nursery and foundation stage staff, a list of all trained staff is displayed in the staffroom..

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

Parents are encouraged to come to a ‘meet the teacher’ session where they get to meet their children’s new teacher/s and staff working within the classroom. Information leaflets are given out each term outlining the topics to be covered by the class and contact details.

Parents are encouraged to speak to the class teacher in the first instance if they have a concern about their child’s learning. Information is given in school and on noticeboards to show ‘who is who’ within St Teresa’s. Parents are encouraged to come into school and discuss their child’s learning although there may be times where it may be more convenient to make an appointment.

There are two parents’ evenings throughout the year where parents are encouraged to make appointments to discuss the progress and next steps learning for their children. A detailed end of year report is sent home in July, parents are encouraged to discuss any concerns with the class teacher.

Parents are invited to come and share in their children’s learning during the school year during planned open afternoons. Parents are also invited to class celebration assemblies throughout the year where the children lead worship.

Parent’s views are sought on a range of matters and are encouraged to discuss any concerns with staff in 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

The school council meets regularly to organise fundraising events and address the concerns raised by the children. Each class has an elected school councillor who contributes to decisions made on behalf of the class; recent projects have included play equipment for the playground and water bottles in classes.

Parents are actively encouraged to participate and contribute to their child/rens learning there are numerous opportunities for parents to become involved in school life through courses, training and helping within class. We are proud of our good working relationships with parents within the life of school.

The school works in partnership with a number of different agencies to promote wellbeing of the children within our care including sure start, social services, early action team, various voluntary services, specialist teaching services and health. We have a dedicated and experienced SEN governor to champion the needs of the SEN children within our school.

All children within school have a home school contract setting out clear expectations of the child, the parent and what the school will provide.

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

Depending on the nature of the forms to be completed would depend on who would be able to support the parents in completing the forms. We have an attendance officer who works closely with the SENCo providing support for children with additional needs. The SENCo may support parents if extra support is required from outside agencies through the CAF process (Common Assessment Framework). There is also the parent partnership officer (SENDIASS) available if additional support is needed, this is through a parent support service, and parents can call 0300 1236706 to access support.

Children generally live in the local area and many walk to school with their parents or some responsible KS2 children may walk home on their own, we do not allow KS2 children to collect younger siblings to walk home together.

Transition to Secondary School

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

What the school provides

We enjoy close links with our local high schools who offer transition visits in school. All children spend a day visiting their high school and the tutors come into school to meet the children and discuss each child with the Y6 teacher and the SENCo. Where a child may have an additional need we have arranged extra sessions and the necessary documentation to support them in transition.

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

We do not offer holiday care or after school care. However we do provide a breakfast club at a cost of 50p a day. This is a valuable resource used by many parents where children can come from 8am to have breakfast and then play together before joining their classes at 8:50am.

There are a number of clubs run by members of staff at lunchtimes and after school. Clubs are generally free although some may require a nominal fee to pay for materials used. There are a range of clubs available for key stage one and also for key stage two children, clubs are generally open to all although there is the expectation of good behaviour from all children attending clubs.

Children who join our school part way through the school year are warmly welcomed by all we will liaise with previous schools to ensure that there is continuity in progression of work..