



SEN and Disability

Local Offer: Primary Settings

Name of School: St Charles' RC. Rishton

School Number: 11047

School/Academy Name and Address	<i>St Charles RCP School, Knowles Street, Rishton</i>		Telephone Number	<i>01254 886110</i>
			Website Address	<i>http://www.st-charles.lancsngfl.ac.uk/</i>
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: <i>Meeting the needs of hearing impaired children. Meeting the needs of children with physical disabilities by having a school lift, sloping ramps inside and outside school, easy access into school for wheelchairs</i>	
		✓		
What age range of pupils does the school cater for?	<i>4 – 11</i>			
Name and contact details of your school's SENCO	<i>Miss Rachael Gavin – please contact at school</i>			

Name and contact details of the person responsible for maintaining details of the Local Offer for your school:

Name of Person/Job Title	<i>Mr Patrick Kennedy</i>		
Contact telephone number	<i>01254 886110</i>	Email	<i>head@st-charles.lancs.sch.uk</i>

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	<i>http://st-charles.lancs.sch.uk</i>		
Name	<i>Patrick Kennedy</i>	Date	<i>11.10.19</i>

Accessibility and Inclusion

- a) How accessible is the school environment? Is the building fully wheelchair accessible? *Yes, there is a lift to the upper floor.*
- b) Do you have accessible parking spaces? *No, only street parking*
- c) Have there been improvements in the auditory and visual environment? *Yes, we have installed a loop system for hearing aid users*
- d) Are there accessible changing/toilet facilities? *There is a disabled toilet which is adequate for changing. Classroom furniture is modern and of a height suitable for the age group of children being taught in that classroom. We are a friendly school and teachers are around at the start and end of each day for handovers and information sharing if needed.*
- e) How do you improve access to the setting? *We are able to open a gate to enable wheel chairs to access the school without needing to go up steps. We also have wide doors to access the school and a ramp to a downstairs classroom.*
- f) How accessible is your information? - including displays, policies and procedures etc. *School has all the required policies (SEND, SEND information report and other policies which also relate and refer to these). They are available to view via our website or alternatively from the school office. Other information is provided on the school website and in our monthly newsletter.*
- g) 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? *We have used an interpreter where possible.*
- h) How is information made accessible to parents and families with additional needs? *We are ready to explain as required.*
- i) 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? *The school has a range of resources specifically for use with SEND pupils. We use visual timetables when necessary and have a range of writing equipment such as ergonomically designed pens and pencils. ICT programmes are available for pupils with SEND in addition to the iPads, headphones, laptops, computers and interactive whiteboards in every classroom. Picture cue cards and prompts are used to support EAL children and children with hearing impairments. PEC boards are used for children with ASD and Text to Voice software is used to support children with speech difficulties.*
- j) Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them? *We use chairs and tables of varying heights which are appropriate to our children. Specialist chairs are used to support children with a Physical Disability.*
- k) Do you have specialised equipment (eg; ancillary aids or assistive technology?) *We have radio aids where needed for our children who wear hearing aids*

Teaching and Learning

- a) What arrangements do you have to identify and assess children with SEN? *At St Charles', we try to identify children who have Additional Special Educational Needs according to the following definition- **a learning difficulty** (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided); **and** if that learning difficulty calls for special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age).*
- Therefore, the early identification through observation, assessment and discussion with parents and professionals for any child who may have Special Educational Needs is extremely important to us.*
- On entry additional needs are identified through liaison with parents, carers and other professionals (including nursery schools or other previous schools). Regular teacher assessments and observations are also used to identify any special education needs as children move through the school. By monitoring we are able to act quickly when children do not make expected progress.*
- b) What additional support can be provided in the classroom? *We have a great number of highly experienced teaching assistants, over half are qualified at level 3 or beyond and over a quarter have completed a degree. They have considerable experience in helping children with a wide range of different difficulties and additional needs. Pre / post teaching of new concepts or taught learning are delivered daily both the teacher and the Teaching Assistant. We have a highly trained Pastoral Manager who will work with children individually/ in small groups to nurture them and support their mental well-being.*
- c) 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) *Where appropriate, we seek advice from outside agencies such as Occupational health, School Nurse, Paediatricians. Speech and Language therapists, Specialist teachers and Educational Psychologists.*
- Because all children have different needs, children with special needs at St Charles' receive different provision. Resources are provided from within our budget and are outlined in our school provision map, which for each child is outlined in their Individual Education Plan (IEP) or group intervention plan. Money is spent each year to help assist pupils with SEND to access and be included in the National Curriculum or Foundation Stage Curriculum, as well as to ensure they make good progress in all developmental areas.*
- d) What SEN and disability and awareness training is available to all staff? *Most Staff are qualified First Aiders and most staff have received: Epipen Training, Diabetic training and Team Teach Training. We seek specialist advice from external agencies as required, particularly visiting specialist teachers and use this to offer our own in house training such as in the use of social stories whereby parents can see how we help children to understand how to make the right choice.*

The Governors ensure that members of staff receive regular training and updates from the SENDCo. The SENDCo and Headteacher keep fully up to date about Special Educational Needs issues through attendance at training and meetings. This information is conveyed to other staff members informally via discussions with the Headteacher and SENDCo and formally at staff and TA meetings

- e) What staff specialisms/expertise in SEN and disability do you have? *We have no specialist teachers but have staff with a great interest in supporting children with autistic tendencies and in identifying and helping children with dyslexia or dyspraxia.*
- f) What ongoing support and development is in place for staff supporting children and young people with SEN? *Support is planned into the school development plan but also other needs are responded to as they arise. Regular training is given to support staff on delivering specific, intense interventions and training is given to Teachers on assessing children using PIVATS and writing smart and specific IEPs.*
- g) What arrangements are made for reasonable adjustments and support to the child during tests and SATs? *When sitting tests or examinations children with SEN can be supported and have timed breaks, be granted additional time, have modified print or sit in a quiet setting in a small group to aid concentration.*
- h) 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? *Our SEN provision map identifies particular groups with specific additional needs and support is arranged according to need. Assessment data indicates that children with SEND are making small steps of progress relevant to their starting points.*

Reviewing and Evaluating Outcomes

- a) What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? *All annual reviews are held in school time with all relevant professionals invited to attend and contribute. All statutory timelines are met.*
- b) What arrangements are in place for children with other SEND support needs? *Children have an IEP which is reviewed every half term. The IEP celebrates what the child can do and sets targets that are specific, measurable and achievable within the time allocated. Each term progress is discussed against targets and in relation to peers. Targets, strategies and provision are amended as needed or the plan is completed if no further action is needed. When we feel children are not making progress against their target and the Graduated response cycle is not working, we then seek advice from Specialist Teachers who come into school to assess the children.*
- c) How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability? *Within school, teachers use PIVATS to assess children in their class who are working at least 2 years below their year group. Before taking part in an intervention, children are assessed in order to attain their entry level. Progress is monitored throughout the intervention and discussions are had between the intervention lead, class*

teacher and SENDCo. On exit, or termly, children are assessed again so that we can monitor the impact of the intervention. As a school, we use ASP and the Lancashire Schools' Information profile which shows that children with SEND achieve as well, compared to prior attainment, as those without SEND.

Keeping Children Safe

- a) How and when will risk assessments be done? Who will carry out risk assessments? *Whole school risk assessments are updated annually by the Head teacher and the governor responsible for health and safety. Class risk assessments are updated by each class teacher, shared with all relevant staff and fire procedures to ensure safe evacuation are updated regularly. PEEP plans are put in place for children with a Physical Disability. These are shared with children so they are aware of the procedure, should an emergency arise.*
- b) What handover arrangements will be made at the start and end of the school day? *Children in Reception class and Years 1,2 and 3 are directly handed over to the parent or carer identified as collecting them on the information form. Children from Year 4 upwards may walk home from an after school activity with suitable parental consent. St Charles After School Club collects children directly from classrooms or the main office and Breakfast Club has an identified door to receive children in the morning.*
- c) Do you have parking areas for pick up and drop offs? *No, street parking only.*
- d) What arrangements will be made to supervise a child during breaks and lunchtimes? *We have at least two adults on playground duty during morning and afternoon breaks. At lunchtime, each class has a dedicated welfare assistant plus other staff available to supervise as required. Sometimes a risk assessment may highlight children who need additional supervision at these times and in such circumstances this is provided.*
- e) How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips) *We have a clear Behaviour Policy which sets out our positive rules and is understood and followed by all. During visits away from school, all relevant risks are assessed and all appropriate ratios are adhered to plus 1-1 support where required. Staff visiting school are briefed on any potential problems and ways to avoid any breaches in safety.*
- f) Where can parents find details of policies on anti-bullying? *We have a policy on the website and also available from the School Office on request.*

Health (including Emotional Health and Wellbeing)

- a) How do you manage safe keeping and administration of medication? *Medication is kept in the Head teacher's Office alongside details of all administration. There is also a medicine fridge in the staffroom for any medicines which need to be chilled. For the safety of the school community, children are not allowed to carry medicines in school. Simple medication such as a reliever inhaler is kept with the class teacher or the child depending on the age and maturity. Teaching Assistants update each child's medicine diary log each time medicine is given.*
- b) How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan? *We hold an initial meeting with the family*

and relevant health professionals to determine the nature of the care plan. To assist new staff in identifying children with a care plan, the child's photo is displayed prominently in the staff room alongside details of the care plan. Health and Safety is a weekly standing item on staff meeting agendas.

- c) What would the school do in the case of a medical emergency? *The school has an emergency response plan and most staff have an up to date qualification in first aid, including paediatric first aid where required. Named first aiders are displayed throughout the school and procedures for recording accidents are in place.*
- d) How do you ensure that staff are trained/qualified to deal with a child's particular needs? *We seek advice from school nurse and other health professionals such as the diabetic nurse as required.*
- e) Which health or therapy services can children access on school premises?
- f) *Our Pastoral Manager, Mrs Hodgson, works with our children on a 1-1 basis to develop their Social & Emotional behaviour. The sessions help to develop their self-esteem, encourage them to talk about their feelings in a controlled way and to acknowledge that problems can be solved. Mrs Hodgson has worked at our school for many years and knows our families well. She has a wealth of experience in working with children with SEND and behavioural needs. She leads daily nurture sessions and provides support to many of our children.*

Communication with Parents

- a) How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person? *School is open from 8.45am for an informal drop in with teachers and other staff who are all in class from that time for liaison. We have staff photos on display in school and all staff members wear a lanyard around their neck with their photo and name to show their identity.*
- b) 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? *We have an Open Door policy for a quick question but request that parents make an appointment for more- lengthy or serious matters. The Head or Deputy Head teacher will always do their best to see parents on the same day to discuss more serious problems. We use Class Dojo! and Facebook to communicate with parents and we also have a weekly Newsletter.*
- c) How do you keep parents updated with their child/young person’s progress? *Written reports are sent home to parents three times a year and there are two Parents’ Evenings during the year where parents can look at their child’s books and have a discussion with the class teacher. Additionally, parents of children with an Individual Education Plan are invited in each half term to discuss progress. A monthly newsletter gives general information about events and parents are all welcome to come to the weekly Friday afternoon awards assembly where good news is shared.*
- d) Do you offer Open Days? *We have an Open Morning every year where parents can see their child learning amongst their peers and another information session. We hold class learning assemblies and an Open afternoon for prospective (and current) parents. We hold induction visits for all children starting Reception class towards the end of the summer term.*
- e) How can parents give feedback to the school? *We provide a suggestions box in the foyer by the school office. Responses to reports can be written on the bottom of the slip and staff are available to listen to all comments from parents. The Governing Body create a questionnaire for Parents to complete each Parents’ Evening. These are always very well supported.*

Working Together

- a) What opportunities do you offer for children to have their say? e.g. school council *Our school council has two representatives from Years 2 to 6 and the council meets half termly. The school council representatives present the views of their classmates and the meeting is chaired by a teacher with a governor usually present.*
- b) What opportunities are there for parents to have their say about their child’s education? *As e) above, plus Parents’ evenings and regular parental questionnaires where we actively ask for parental opinion. The questionnaires are analysed and the findings shared with parents via the school newsletter.*
- c) What opportunities are there for parents to get involved in the life of the school or become school governors? *The PTFA meets monthly and organises a range of events including discos, games nights, a Christmas Fayre and a Summer Barbeque. PTFA and Governing Body members come to Parents’ evenings to*

raise awareness and personally answer questions. Parents are welcome to provide voluntary support with class trips and special events such as Sports' Day. There are two elected parent Governors.

- d) How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups) *There is a member of the Governing Body responsible for Inclusion (SEND) and it is their responsibility to monitor the work school does to meet the needs of pupils with SEND and support their families. As a result, we work closely with the school nurse and family support workers where required. We have close links with CAHMS and Child Action North West. Our Pastoral Manager leads on many TAF and CAF meetings to support our families*
- e) How do home/school contracts/agreements support children with SEN and their families? *We use home school agreements to help families understand and remove the barriers to their child's learning. Home school agreements also support parents by providing before and after school childcare places.*

What help and support is available for the family?

- a) Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? *Advice is available from Office Staff, HT, Pastoral Manager and Class teachers– this is offered to parents were required to ensure they are not disadvantaged by the demands of completing paperwork.*
- b) What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this? *The Common Assessment Form process is used for the identification of unmet needs, completed by the family, HT and one other member of staff. On a more informal basis, there is a member of staff out on each yard on Smile Duty every morning from 8.45am.*
- c) How does the school help parents with travel plans to get their child to and from school? *If a child requires a travel plan to get to and from school this would be dealt with by the Pastoral Manager and the Headteacher if required.*

Transition to Secondary School

What support does the school offer around transition? (e.g. visits to the secondary school, buddying) *There is a detailed transition programme in place to support children transferring to our partner high School – St Augustine’s, Billington and any other secondary schools which our children go to. As well as visits, quizzes and special masses with children from other partner primary schools, extra visits are arranged in the Summer term to support children who need a little more reassurance. Some children who do not transfer to our partner High School are accompanied by a known member of St Charles staff for the first few days if they require reassurance.*

Extra-Curricular Activities

- a) Do you offer school holiday and/or before and after school childcare? If yes, please give details. *We have a Breakfast club from 8.00 to 8.45 each morning and an After School Club from 3.30pm to 5.45pm every afternoon.*
- b) What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? *We have an impressive number and range of lunchtime and after school activities all of which are free and are varied according to the season. A lunchtime choir and ECO club and an after school football, athletics and book club. Our school regularly takes part in the Lancashire Primary School Sports Partnership Competitions, our football team compete in the monthly football league and this year we will take part in an Emojuinal Concert led by Child Action North West to raise awareness of Mental Health amongst children.*
- c) How do you make sure clubs and activities are inclusive? *All children are welcome to all clubs, activities are modified as required for children with physical difficulties and children with medical needs are supervised closely. We operate a waiting list if a club is oversubscribed to ensure equality of opportunity.*
- d) How do you help children to make friends? *We are a school family; we work as a team and look after everyone in it. Friendship is one of our school values which we promote and reward daily.*