**ST OSWALD’S CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT**

**With Christ at the centre of our community,**

**our mission is to live, love and learn as Jesus taught us.**



**SEND LOCAL OFFER**

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| **School/Academy Name and Address** | **ST OSWALD’S CATHOLIC PRIMARY SCHOOL**  **CHAPEL LANE**  **LONGTON**  **PR4 5EB** | | | **Telephone**  **Number** | **01772**  **613402** |
| **Website**  **Address** | **www.longton-st-oswalds.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?** | **4-11** | | | | |
| **Name and contact details of your school’s SENCO** | **Mrs BERNADETTE WOOD / MRS LYNNE EDWARDS CROOK** | | | | |

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.

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| **Name of Person/Job Title** | **MRS BERNADETTE WOOD** | | |
| **Contact telephone number** | **01772 613402** | **Email** | head@longton-st-oswalds.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.

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| **Please give the URL for the direct link to your school’s Local Offer** | **www.longton-st-oswalds.lancs.sch.uk** | | |
| **Name** | **MRS BERNADETTE WOOD** | Date | **22/09/2022** |

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| **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 is information 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?) |

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| **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**  Early identification is vital and outside agencies can help advise on the provision of intervention strategies.  The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.  The class teacher and the SENCO assess and monitor the children’s progress in line with existing school practices.  The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.  This support and intervention is then put into place by the class teacher and teaching assistants. Intervention groups and 1:1 is planned for where appropriate. Any children that have specific educational needs will be provided with a Learning Plan which is monitored and adapted by the class teacher and teaching assistants. Reviews of all Learning Plans take place three times a year, where the SENCO, class teacher and teaching assistant supporting the child will attend.  Children can be screened for dyslexia in school and we use other outside agencies to help diagnose children for other difficulties. We have an Inclusion Consultant who works for one day a week in school to assess children and advise staff about learning plans and strategies.  All staff have access to training for SEN and our Inclusion Consultant regularly updates staff.  Children with SEN are reviewed before SATs to see if they need additional support during the test. Any staff that support a child during the tests are made clear of the expectations.  We have a very detailed provision map that covers all the year groups in school. We look at targeted group support as well as individual support. The provision map shows what specific support is given, for example phonics support, spelling, handwriting, maths and who the support is for. We look at groups who may not be progressing as fast as their peers. Our school tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN. |

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| **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**  Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. Learning Plans are produced termly and the school operates an Open Door policy with regards to any concerns a parent may have.  Pupils’ progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map. Each term the class teachers provide up to date progress reports for every child including those with SEN. Evaluations are made to show the impact that has been made by any interventions or 1-1 support. |

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| **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 are regularly reviewed and the nominated Governor for Health and Safety does a workplace inspection every term.  Our Drop and Go system operates in the morning as children can enter the building from 8.40am. Staff are on duty at the gate and the Infant entrance. The gates are then locked at 8.50am and any children that are late will come into school through the front entrance/office and signed in by the parent/guardian dropping the child off. At the end of the day the children line up on the playground and are dismissed to their parents/guardians.We have an End of Day Safeguarding form which includes the names of the adults who have permission to pick the child up.  All children are supervised during break and lunchtime. 4 members of staff supervise the children at break time and welfare staff supervise at lunchtime. All staff including welfare and office staff are first aid trained.  Parents can access the anti-bullying policy on the website. |

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| **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**  All medication is kept locked in the staff room Medical Cupboard. Medication is only ever administered when there is a care plan put in place. Care Plans are drawn up by the school and the school nurse. A copy is given to the relevant class teacher and a master copy is kept in the Care Plan file.  Each class has an Asthma Box which contains the inhalers for those children so they can gain quick access if needed. An Asthma card must be filled in before we take the inhaler. At the end of the school year all inhalers and medication is sent home. It is the parents responsibility to ensure that at the beginning of the school year inhalers and medication are sent in with clear instructions.  All teaching and support staff (including welfare and office 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 Epipen, Diabetes and asthma training is provided when required. |

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| **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**  The school operates an open door policy where parents can come and talk to their class teacher about any concerns. All we ask is that an appointment is made through the school office so we can ensure that the member of staff is available.  In September we have a ‘Meet the Teacher’ night. Parents then have the opportunity to see their teacher and introduce themselves.Parents also find out about the curriculum and routines for their child. We then have a formal parents evening with individual appointments for the parents to discuss their child’s progress and future targets.  Parents receive a weekly newsletter to show any celebrations and upcoming events such as school trips, after school clubs etc. The website is regularly updated by each class teacher with a Class Blog every Friday. |

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| **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**  There is a School Council made up of 2 children from each class for children to contribute their own views and views from their peers. We operate an open door policy where parents can give their views about school any time. We have a PTFA where regular meetings are held to discuss ideas to improve the resources in school and raise money.  Parents can pass on their views at annual review meetings, TAF meetings, Learning Plan reviews and parents evenings.  Elections to the Governing Body are held in the event a parent vacancy arises. |

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| **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**  The Class Teacher or Head Teacher can offer help with forms if this is required.  We do put notices in the newsletter.  We have online safety training for parents via the website. We hold Information Evenings for parents for Phonics, End of Key Stage 1 assessments and End of Key Stage 2 assessments/tests.  If a pupil required a Travel plan to get their child to and from school this would be dealt with by Head Teacher if required. |

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| **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 have outstanding links to our partner High School, All Hallows. During Y5 the pupils have a taster day and then during Y6 they have several visits and projects to work on before that start Y7. The SENCO from All Hallows spends time getting to know the specific needs of our SEN pupils and they are offered the chance to have additional visits to All Hallows to ease their transition. |

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| **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 have a Breakfast Club which opens at 7.40am and is run by Teaching Assistants from school. After School Club provision is by a private company called ‘The Play Stop’ and they are open from 3.15-5.30pm in the school hall.  Over the school year there are numerous clubs and events that the children can join in. We try to run clubs all year round to make it easier for parents and so that the pupils gain maximum impact from the activity.  Currently we have Netball, Football, Guitar, Choir, Drama and Dance. The clubs are open to different age groups.  Y6 all take on a Leadership role in Y6 and this includes being a Lunchtime Buddy, helping the younger children to play and understand the routines at lunchtime. Y6 also take on roles such as Sports Buddies, Reading Ambassadors etc to help new pupils settle in to normal School routines. Any children starting school during the year are assigned a buddy from their class to help them settle in. |