



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St. Wilfrid's CE Primary**

School Number: **01016**

School/Academy Name and Address	St. Wilfrid's CE Primary School Pennystone Road Halton Lancaster LA2 6QE		Telephone Number	01524 811230
			Website Address	www.st-wilfrids.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 Angela Rowe bursar@st-wilfrids.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	Mrs. Claire Weymouth		
Contact telephone number	01524 811230	Email	head@st-wilfrids.lancs.sch.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 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?)

What the school provides

The school was built in 1964 and has been added to in stages since with the most recent building development being completed in 2011. As part of the development of the school building we sought the assistance of a small group of parents and friends of the school who have specific disabilities. As a result we now have increased wheelchair access around school and have designated parking for disabled persons. There is access to disabled toilets and we have also highlighted walkways around the school grounds for those who are visually impaired. As part of our on-going school development we have an Accessibility plan and it is the responsibility of the Headteacher, along with the Governing Body to update and add to this plan when necessary.

Information is available on the school website and a community noticeboard in addition to regular newsletters. We subscribe to a school texting service which enables us to send text messages to parents as the need arises. Any documentation can be reproduced in large print format where needed. We regularly seek feedback from parents regarding how we might improve home/school communications.

The furniture in school is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

We have a range of ICT programmes for pupils with SEN in addition to headphones, computers and an interactive whiteboard installed in every classroom. We have sets of iPads which allows us to work closely with small groups on targeted programmes. We have developed excellent relations with a local specialist school and we are able to borrow more specialist equipment from them to support our pupils should the need arise.

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

We pride ourselves on the early identification of children with SEN. We have very good relations with lots of local outside agencies who we have enlisted to help support us in this in a variety of ways. The class teacher will alert the parents of any concerns at the earliest opportunity 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 teachers to plan an appropriate programme of intervention and supports the class teacher in liaising with parents as part of this process.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. Where needed, the teacher and the SENCO will break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHS (Diabetes Nurse etc.).

All staff have received First Aid and Epipen training. In addition, all teaching staff have received training in order to support pupils with Dyslexia. A member of staff is trained to use the programme 'Talk Boost' which enables us to screen children for early signs of speech and language difficulties and all TA staff have received training to support their work with children with ASD. We currently have a Learning Mentor on staff who is able to support specific intervention programmes.

As a school we buy in the services of an Educational Psychologist who visits school half termly in order to assist us with assessing/screening of children. As part of her role, she assists us with planning an appropriate intervention plan for specific pupils where needed and is involved in liaising and feeding back to parents.

When sitting examinations children with SEN can be supported 1:1 (EHCP), have

timed breaks, be granted additional time or sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map generated by each class teacher records the type of intervention a pupil is receiving as well as the frequency of the intervention. The Lancashire E-Tracker as well as our own in-school tracking system allows us to track the progress of individual pupils as well as groups of pupils e.g. Pupil Premium children, children with SEN or children receiving certain types of intervention programmes.

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 Support Plans are produced termly and again the parents are giving copies of all necessary paperwork and invited to discuss these with the relevant class teacher or SENCO. 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 Maps.

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

The Head Teacher carries out whole school Risk Assessments where necessary. Each class teacher carries out a detailed risk assessment prior to any trip or visit.

If required, a handover is carried out by a TA or class teacher to the appropriate parent/carer. There is access to a designated parking/drop off area should it be needed.

Teaching and TA staff supervise the children in the play areas at playtimes and a team of Welfare Support Staff supervise the children during lunchtimes.

Support is available in every class but some classes have additional support depending on the need. Staffing is regularly reviewed and tailored carefully to each specific cohort.

Outside of the classroom, children continue to be supported by relevant staff e.g. school trips, swimming lessons etc.

Parents can access the Anti-Bullying Policy on 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 a school we do not administer any medication to children unless it has been prescribed by a doctor. In these cases a Health Care Plan must be filled in by the Parent/Carer giving details of dosage/frequency etc. as well as their permission for the school to administer the medication to their child. In short-term cases these care plans are kept in the central Medical File. For longer-term health issues, a copy of the Health Care Plan is also given to the class teacher and is stored in the appropriate EHCP/record file. These long-term Health Care Plans are reviewed annually and where necessary, staff are given training by an appropriate medical professional to deal with the specific need (e.g. Diabetes nurse).

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 website contains details of all staff currently employed by the school and the School Prospectus also provides this information. The school operates an Open Door policy and has two parents’ evenings a year to provide opportunities for parents to discuss the progress of their child. We have open afternoons during the year where parents can come after school for an informal look around to see what the children have been doing. The school texting service enables us to rapidly communicate messages with parents when needed and a parental questionnaire is also provided for parents to record their views and suggestions.

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, a Worship Team, Online Safety Group and a team of Global Ambassadors which are all set up to enable children to contribute their views about different areas of school life.

Parents can have their say about their child in Parents’ Evenings, Annual Reviews and EHCP Reviews if they wish to do so. Elections to the Governing Body are held as a vacancy arises.

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 Headteacher can offer help with forms if this is required.

There is a community notice board which contains additional information of upcoming events or general useful information e.g. Drop in Centres etc.

Online Safety workshops are regularly offered and parents are invited to attend.

If a pupil required a Travel Plan to get to and from school, this would be dealt with by the class teacher, SENCO and Headteacher if required.

Transition to Secondary School

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

What the school provides

In the summer term, each pupil visits their respective Secondary School for a taster session. Secondary teachers from the local schools also visit the pupils in school to help ease the transition from Year 6 to Year 7. We are able to draw on the advice of local specialist teachers where parents have concerns regarding the most suitable option for their child.

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

Our school works closely with the local Breakfast Club and After School Club provider.

There are opportunities for children to take part in Football, Netball, Rugby, Cricket, Athletics, Street Dance, Cross Country, Rounders, Art Club, JAM Club, Musical Theatre Club, Puzzle Club, Recorder Club, Orchestra, Choir, Typing Club, Knitting and Sewing Club, Baking Club, Comics for Phonics Club, Eco-Club and

Inclusion Games all free of charge.

For a fee, children can have the opportunity to learn to play the piano, a stringed instrument, a brass instrument or a woodwind instrument. Currently, every child in Year 4 learns to play an instrument.

The clubs are available to all the pupils in the designated age range assigned to that activity.