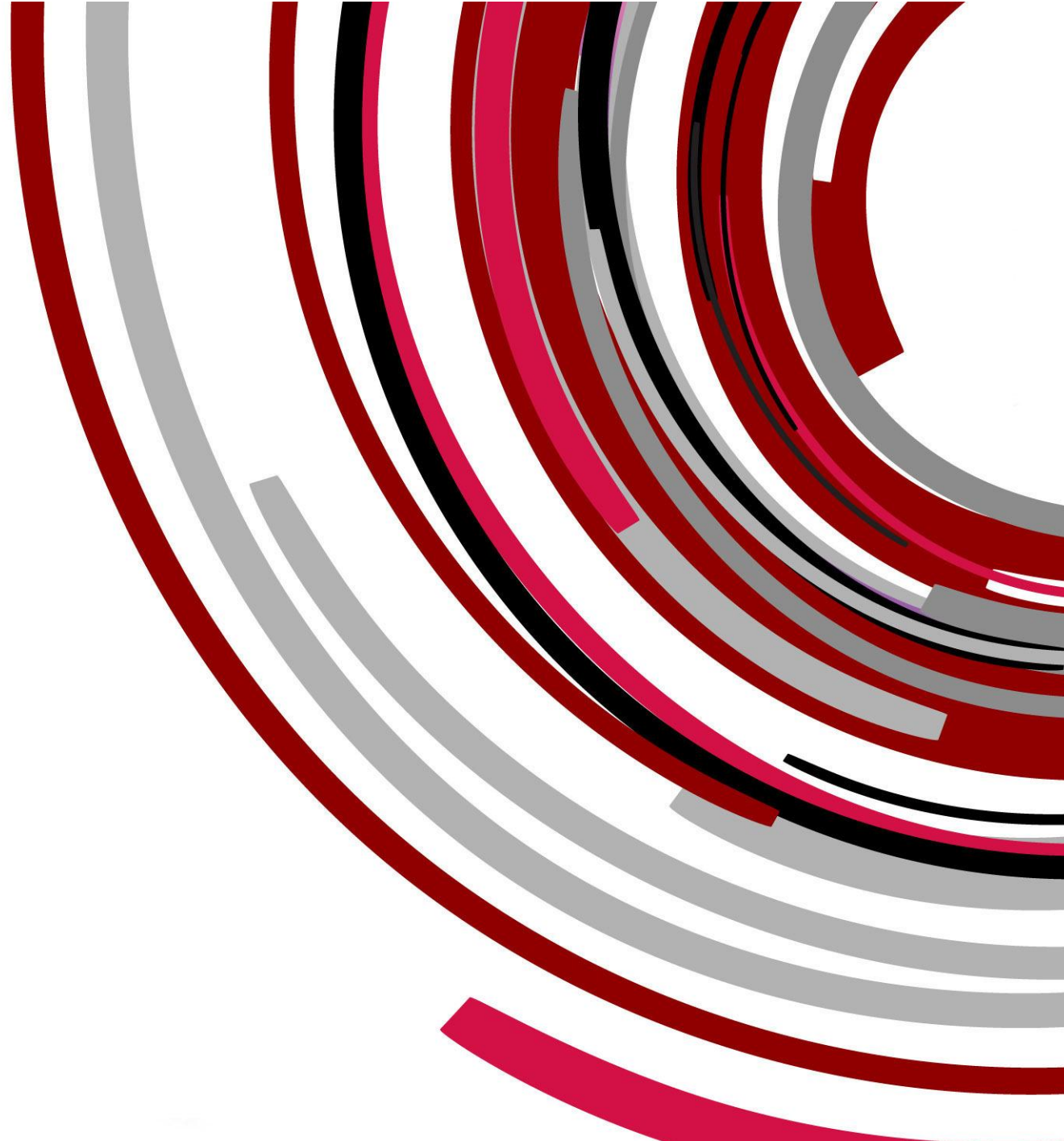




SEN and Disability

Local Offer:

Primary Settings Template

Mainstream, Short Stay Schools, Special
Schools and Academies

Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

St John with St Augustine Primary School

**Name and contact
details of school's
SENDCO**

**Mrs Abigail Jesson –
SENDCo**

**[mrs.jesson@st-john-
augustine.lancs.sch.uk](mailto:mrs.jesson@st-john-augustine.lancs.sch.uk)**

Accessibility and Inclusion

What the school provides

St John with St Augustine Primary School has 2 buildings – EYFS and Key Stage 1 classes are in one building and Key Stage 2 classes are situated in the other building. Both buildings are built on one level and are fully accessible to wheelchair users.

We have disabled toilet/shower facilities in the EYFS and Key Stage 1 building which are accessible to all members of the school. There is no school carpark, but parking is available on the street directly outside school.

We have an additional building which provides a less stimulating environment or children who finds it difficult at times to access learning in the main classroom. We also have two classroom areas to support children who require additional and alternative provision.

Main policies and procedures are available on the school website. Each week, the school produces a newsletter which provides parents/carers with information about school life. This is placed on the school website. Staff in school communicate key messages with parents/carers and families who first language is not English.

The furniture throughout school is of a suitable height, appropriate to the age group of children being taught in the classroom.

Resources, such as visual timetables, are implemented where needed and staff deployed to support particular individual children's needs at any one time.

Teaching and Learning

What the school provides

The school places emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life experiences. The Special Educational Needs Co-ordinator (SENDCo) liaises closely with the headteacher and staff to analyse data and identify children requiring additional support. Children requiring early intervention strategies are also tracked to monitor the impact of the interventions taking place.

Identification of additional needs is at first recognised by class teachers and strategies are put into place to try and reduce the child's barriers to learning. If these strategies are not having an impact, then this is recorded on CPOMS to inform the SENDCo. Discussions are held between the class teacher and SENDCo as to further strategies or the need to involve external agencies. Parents/carers are informed at the earliest opportunity in order that they play a crucial role in all decisions involving their child. Discussions are held and a Pupil Provision Plan (PPP) is put into place with specific targets for the child. These will be reviewed at least termly with parents and the child. The school has adopted an approach of high-quality teaching and effective questioning with adaptations ensuring the needs of all children are met and progress is made by everyone in lessons. Pupils will only be placed on the SEN register if their needs are 'additional to' or different from' the high-quality adaptive teaching and learning opportunities.

The school's monitoring and evaluation schedule includes monitoring of SEN and occurs regularly in the form of work scrutinies, classroom walkthroughs and lesson observations, with agreed focuses.

Any reasonable adjustments to ensure all children can access tests and Statutory Assessment Tests (SATs) paper are made well in advance. For children who require rest breaks or a quiet room, this is also provided. Children with identified SEN are given support in National Tests (extra time, use of adult readers, scheduled breaks).

The school offers support from outside agencies including forest school provision and drop-in sessions in school via the school's Family Support Worker.

SEND training is provided for all staff during staff meetings, and elsewhere where necessary (for example, in the support of Early Career Teachers).

Reviewing and Evaluating Outcomes

What the school provides

Formal annual review meetings are timetabled well in advance, ensuring that all timescales are adhered to. Paperwork is completed and shared with all professionals and contributors. Parents/carers and the children involved complete relevant advice forms, which are a key component of the annual review process. The paperwork following an annual review is completed and distributed to all contributors swiftly, ensuring any actions discussed can be followed up.

Formal parent-teacher meetings take place for all children, as well as informal meetings when needed. At the end of the school year detailed school reports are written by the class teachers and shared with parents.

Pupil Provision Plans (PPPs) are completed at least termly by the class teacher with input from the child and their parents. Ongoing monitoring and assessment by the class teacher and member of support staff in the child's class feed into the evaluation

and next steps, contributing to the graduated approach 'assess, plan, do, review' cycle. Parents/carers are provided with a copy of their child's PPP. The school has an 'Open Door' policy, allowing parents/carers to pop in and share any questions, queries or concerns.

The regular and ongoing monitoring of all pupils, including pupils with SEN, ensures that the provision of children with Special Educational Needs or Disabilities (SEND) is constantly assessed and evaluated.

Health care plans are reviewed as necessary in conjunction with parents and the school nurse.

Medical information policies and procedures in place and available for parents to view on the school's website. These are reviewed regularly by school and Governors.

Keeping Children Safe

What the school provides

Risk assessments are carried out by any member of staff who is undertaking any activities that may involve an element of risk. Risk assessments are reviewed within the review cycle as necessary, and policies are reviewed in line with Local Authority guidelines. Risk assessments are in place and are available within school and audited within Health and Safety Local Authority remit.

Children in EYFS are dropped off by an adult, they are only handed over at the end of the school day to a person whom the parent has given permission to collect their child and a password system is in place. Children in Key Stage 1 are dropped off by an adult and collected by a person authorised by the parent. No child in school can be collected by someone under the age of 16 (see School's Collection of Children Policy). Should an adult not arrive to collect a child in time, the child will be taken to the main office where they will wait with their class teacher until contact with the appropriate adult has been made. If this has not been possible, they will be put into school's After School Club.

Members of staff are timetabled to supervise all areas of the playground during break sessions. All external gates always remained locked during school hours. During lunchtimes, members of the welfare staff supervise the children. At lunchtime the children in EYFS and Key Stage 1 are accompanied from the playground into the Key Stage 2 building to make sure they make their way safely into the dining hall.

Thorough risk assessments and adequate staff/pupil ratios (following national guidelines) are provided when pupils leave the school premises. Permission from parents/carers is obtained in advance of each trip.

At dinnertime children in Key Stage 1 and 2 who find it difficult to interact socially with others can attend a nurture group. During this session a Teaching Assistant completes activities with the children to enhance and develop their social interaction skills. Our Family Support Worker also holds social/nurture groups at lunchtime for identified children Key Stage 1 and 2 classes.

A lunchtime café takes place in EYFS, Key Stage 1 and Key Stage children for children who find the dining hall too stimulating.

Our Anti-bullying policy can be found on the school website and is easily accessible for parents. A hard copy is also available to any parent who requires one.

Health (including Emotional Health and Wellbeing)

What the school provides

The school has a Medicines Policy in place which can be viewed on the school website. Before any medicines can be administered in school parents/carers must complete and sign a permission form. Members of staff can then update the record of medicine administration, specifying the time and date of administering the doses of medication. It is also important that all medicines are in their original container, as originally dispensed. The member of staff checks that the medicines are clearly labelled with the child's name and appropriate dose. Medicines are stored securely in the school office or in a locked box in class or in a place out of reach of children. The school has a high number of staff trained in basic First Aid, and most of these staff hold full Paediatric First Aid certificates. They are aware of what action to take in the event of an emergency. Parents are contacted via a text message if their child has had a low-level injury and required first aid. If a child has a serious injury parents are informed immediately through a phone call. Children who have received a bump to the head are also given a sticker containing the time of the bump to enable all members of staff who come into contact with the child to be aware of their injury. Parents are also given information as to any signs they need to be aware of following a head injury.

Any updated medical information about children is shared with all staff during a weekly Safeguarding Meeting.

Information about serious / potentially serious medical needs (such as food allergies or diabetes) are available in all classrooms. Less serious medical information is kept in the office as well in each classroom and are shared with all members of staff working in the class. Staff have received allergy training in Autumn Term.

The school has access to a Family Support Worker and forest school provision. Close liaison with the family, school nurse, class teacher and SENDCo ensures that a precise care plan is drawn up for any child who is identified as requiring one. This is shared with all relevant members of staff, and a copy of the plan is placed in the child's file and classroom. The Health Care Plan of any child who has a serious medical condition eg epilepsy will also be shared with ALL members of staff working in the school. All relevant training for children with medical conditions eg administering adrenaline pens will be delivered by the school nurse and attended by ALL staff working in the school. If a child needs a adrenaline pen this will be stored in a secure place in the child's classroom. If the child has to leave the classroom eg for a PE lesson the pen will be taken by the relevant member of staff.

Speech and Language therapists and Occupational Therapist come into school to work with specific children.

Communication with Parents

What the school provides

The school website contains details of all staff employed at the school and their roles and responsibilities so that parents know who they can contact to discuss particular subjects and how to contact the SENDCo.

PPPs are reviewed at least termly with the child and parent.

Additional meetings/workshops are held throughout the year to offer guidance to parents with supporting their child at home e.g phonics meetings.

'Meet the Teacher' meetings are held in the first few weeks of a new school year, where information about the year group is shared with parents who attend.

The school has an 'open door' policy, where relevant staff are readily available to speak to parents/carers about any matter. Each year parent evenings are held which keep parents/carers updated on their child's progress, effort and attitude. At the end of the school year detailed school reports are written by the class teachers and shared with parents.

The school also hold open afternoons for current and future parents. Parent forums are also held.

Parental questionnaires are sent home and feedback is collated and reported by the Headteacher. Ideas and comments from parents are taken into account and responded to appropriately

Working Together

What the school provides

Parents/carers have regular opportunities to provide feedback about their child's education, through attendance at parent evenings, contributions at annual reviews, meetings with class teacher and parental questionnaire responses.

The school has strong connections with outside agencies and Health Care professionals and use this for support and expertise where necessary.

The school prides itself on knowing the children and their families.

This begins with a rigorous induction process before children start school in Reception. The induction process involves home visits from the EYFS teacher and frequent communication prior to school start and school visit sessions. Nursery phone calls and/or visits are completed and there is a formal induction meeting for parents. The children come into school prior to starting for a Stay and Play session. As part of the process Home / school agreements are signed by each parent.

What help and support is available for the family?

What the school provides

The school has a full time Family Support Worker who works closely with all parents. Our Family Support Worker can offer a range of advice, information and guidance.

Appointments to meet with our Family Support Worker can be made via the office. Meeting can also be made directly with our Family Support Worker. If parents need support with travel plans, they can seek advice from the Headteacher or Family Support Worker.

Filling in forms and paperwork – school has a range of people who will help parents fill in any forms or paperwork – SENDCo, bursar, school secretary, Family Support Worker. Parents need to speak to the school office to arrange this support.

Transition to Secondary School

What the school provides

Each year the children in Year 6 visit the secondary school they will move up to in the next academic year. There is a transition day available (usually in July) for all year 6 pupils, which they normally attend. Visits to Secondary schools can be accompanied if necessary, by a TA where children may need additional support and guidance.

Parents of children with an EHC plan can be supported by AIS, if required.

Year 7 heads of year from the secondary schools liaise with our Year 6 teacher, and as much information as possible about the children transferring to them.

The school SENDCo/class teacher meets with the secondary school SENDCo to share information, handover paperwork and plan provision for the last few and first few weeks in each school, to ensure a smooth transition.

Extra Curricular Activities

What the school provides

The school offers care in the form of a breakfast club and after school club that is accessible for wheelchairs. Staff are school staff and are well trained and experienced. They know the children and are first aid trained.

The school offers a number of after school activities eg sports and booster which are free of charge. Opportunities are provided for all children in Key Stage 1 and Key Stage 2 to attend these clubs.

All break time and some lunch time staff work as TAs within school and are well trained, experienced and know the children well. This also ensures that any issues with friendships / bullying or social relationships are resolved as quickly as possible.

Feedback

What is the feedback mechanism

Feedback can be given via telephone, e-mail or by written form. Any feedback will be received gladly – positive or negative. The Headteacher will endeavour to speak to the parents and discuss the feedback. The feedback will be taken on board and any reasonable changes needed will be made.

