



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St Mary's & Benedict's RC

School Number: 07014

<b>School Name and Address</b>	<b>St Mary's &amp; St Benedict's RC Primary School</b>	<b>Telephone Number</b>	<b>01772 336650</b>
	<b>Brownedge Lane Bamber Bridge Preston PR5 6TA</b>	<b>Website Address</b>	<a href="http://www.smsb.lancs.sch.uk">http://www.smsb.lancs.sch.uk</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEND?</b>	<b>No</b>	<b>If yes, please give details:</b>	
<b>What age range of pupils does the school cater for?</b>	<b>4-11years Pre-school for 3-4 years opened September 2021</b>		
<b>Name and contact details of your school's SENDCo</b>	<b>Mrs Natalie Hackett (See details below)</b>		

Details of the person/role responsible for maintaining details of the Local Offer for your school:

<b>Name of Person/Job Title</b>	<b>Mrs Natalie Hackett SENDCo</b>		
<b>Contact telephone number</b>	<b>01772 336650</b>	<b>Email</b>	<b>mrs.hackett@smsb.lancs.sch.uk</b>

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="https://www.smsb.lancs.sch.uk/send/">https://www.smsb.lancs.sch.uk/send/</a>		
<b>Name</b>	<b>Mrs Natalie Hackett</b>	<b>Date</b>	<b>Updated 01/09/24</b>

## Accessibility and Inclusion

### What the school provides:

- St. Mary's and St. Benedict's RC Primary has received a significant number of developments in recent years to greatly improve the school buildings and outdoor areas. It is a larger than average-sized, one and a half form entry primary school, with an intake of 45 pupils per year group. There are 10 classes, with all classes having the benefit of a teaching assistant. We have a combination of single and mixed aged classes, which is reviewed each year and we currently have two higher level teaching assistants in school. In the Summer Term, careful consideration is given to the new class lists for the next academic year, to ensure the best possible outcomes for all children.
- In September 2021, we opened a pre-school class.
- The site consists of two separate, single storey buildings, which both provide wheelchair access. There is now a large disabled toilet in the KS1 building.
- All doorways and entrances to the school are wide enough to accommodate a wheelchair if necessary, to ensure full access for pupils and parents/carers with disabilities. There is an upstairs storage area in the KS2 building, which pupils do not access and the stairs leading to it are wide enough to facilitate the use of a chair lift if ever necessary.
- There are two disabled parking spaces in the school car park and there is a gate from the church car park which leads directly onto the school grounds, providing additional access from the back of school.
- A before (from 7.30am) and after-school (until 6pm) club is available for all pupils. Parents pay for the sessions attended.
- To reduce congestion, we have a phased opening every morning from 8.45 – 8.55am. The two large playgrounds for each key stage building and entrance straight into classes also helps to reduce crowds.
- The school's website is kept up-to-date with relevant information and we also communicate with parents and carers through our Parent App. A weekly newsletter is added to the website and Parent App every Friday of term time. The SEND section of our website also signposts families to services, organisations and support groups.
- Every class has its own web page, where information relating specifically to the teaching and learning of the class is uploaded.
- 'ParentPay' is used by parents and carers to make payments. For example, for trips and visits.
- All relevant policies are uploaded to the school's website.
- Furniture is of a suitable height appropriate to the children being taught in each classroom. It is replaced when necessary and consideration is given to children with additional needs. For example, adaptations may be made as recommended by occupational therapy and a contrasting colour to that of the carpet has been chosen for chairs in a classroom with a visually impaired pupil.
- All children have access to laptops and iPads. All classrooms have an interactive whiteboard and the KS2 hall has an overhead projector and sound system. We use a range of computer programmes to support pupils with SEND and class web pages contain links to useful information and online learning activities.
- Visual timetables are used in all classrooms and all staff have been trained to adopt a dyslexia friendly teaching approach.
- All classrooms are 'child friendly' and well organised, with child friendly labels.

- Vocabulary is used and displayed in different languages where appropriate, which supports those with English as an additional language. Letters or information can be translated into some other languages and external support will be sought if necessary.
- All 'Cognition and Learning' SEND pupils have a vocabulary book to support with pre-teaching and revision of key vocabulary.
- Braille labels are visible around school from when we had a pupil who was registered blind, in support of his family who still attend the school.
- Throughout the year, we hold parent information evenings about key events such as SATs in Years 2 and 6 and the Phonic Screening Test in Year 1.
- Each year we hold an induction evening with starter packs for our new children. We visit home and nurseries to get to know the children and ensure that a carefully planned transition takes place. Children and parents/carers have the opportunity to attend at least three taster sessions before starting in September.
- We send home a report following each term and we hold Parents' Evenings in January and April each year. These are in addition to 'Meet the Teacher' in the autumn term.
- Teachers and teaching assistants are available to speak to at the start and end of each school day and additional appointments and meetings can be made at an appropriate time if required.
- Children requiring a more individual approach to learning, may have a differentiated visual timetable, individual work station, personalised social stories, a sensory resource box, an individual education plan and additional support from a teaching assistant.
- Since September 2022, we have had a full time family support worker, who will provide support for individual children and their families.

## Teaching and Learning

### What the school provides:

- We are proud to say that we know our children well and work closely with their families. We respond quickly and positively to any parental concerns.
- Pupil progress is carefully monitored through staff observations and discussions with pupils, marking and feedback of class work, termly assessments and the highlighting of KLIPs and PIVATS.
- iTRACK is used to record and analyse pupil progress. It also allows for careful monitoring of pupils receiving Pupil Premium, as well as pupils with SEND. Termly progress meetings take place with the headteacher, deputy head, key stage leader and class teacher. The SENDCo is updated on SEND pupils outside of her key stage and meets with staff whenever necessary.
- All members of SLT meet with their link governor each term and talk through their written report about events in their key stage and subject area, which is then reported to the rest of governors.
- The SENDCo analyses SEND data each term and reports to SLT and the SEND governor.
- Staff are clear on how pupils are added to the Monitor and SEND Registers and intervention is provided for children who are not making expected progress.
- Parents/carers are informed of any concerns at the earliest opportunity and teachers encourage their active help and participation.
- Each class has a teaching assistant to support the teacher and children.
- In close liaison and with guidance from class teachers and external agencies, teaching assistants deliver flexible intervention programmes such as speech and language, motor skills development and literacy and maths booster groups.

- We buy in external speech therapy support, which means a qualified speech therapist can assess a child and then write a personalised action plan, which staff will be trained to deliver and the therapist will support in monitoring progress.
- We have other specialist staff who come and work in our school with teachers and pupils when requested. For example, an educational psychologist, inclusion teachers and sports coaches.
- There is emphasis on teaching to the needs of the individual child. Individual learning plans are used where necessary and appropriate challenge is provided for all pupils, regardless of age and ability.
- We promote independent learning and provide children with appropriate scaffolds to enable this.
- We offer a broad and balanced curriculum throughout school, which meets statutory requirements and includes wider opportunities. It provides effective learning opportunities for all pupils, including those with SEND. It promotes positive behaviour and safety and enables spiritual, moral, social and cultural development.
- All staff access regular training through the WRIST cluster. Some staff receive additional training specific to the needs of the children they are working closely with.
- Staff are informed of SEND pupils and how best to support them. Regular discussions are held with the SENDCo. Provision maps and individual education plans record the type of intervention a child is receiving.
- All staff have received relevant First Aid training and some have received more detailed training for epilepsy or other conditions that relate specifically to the children they are working closely with.
- During SATs and other formal tests, children with SEND can be supported 1:1, have timed breaks, be granted additional time (subject to meeting set criteria by STA), and sit tests in a quiet setting and small group to aid concentration.
- Transition meetings are held between our school, nurseries and secondary schools and children with SEND will receive a more detailed transition plan, with additional visits if required.

## **Reviewing and Evaluating Outcomes**

### **What the school provides:**

- Parents of pupils with an EHCP, contribute and take part in annual reviews and receive copies of all relevant paperwork concerning their child. Pupils are also encouraged to make a contribution to their review.
- Learning support plans or individual education plans are produced termly or half termly depending on individual pupil circumstances. Parents and pupils are involved in this process.
- The school operates an Open Door Policy with regards to any concerns a parent/carer may have.
- Pupils' progress is monitored throughout the school using iTRACK, KLIPs and PIVATs, the PSED Toolkit and provision maps are also used for pupils with SEND.
- Transitions to and from other settings are carefully planned and delivered and children are given the opportunity to attend their new setting as often as necessary, in order for them to familiarise themselves with staff and the environment.
- We have an allocated governor for SEND, who meets with the SENDCo every term to report on key events and progress to the governing body.

## Keeping Children Safe

### What the school provides:

- Safeguarding and child protection training, policies and procedures are followed, as well as adherence to health and safety policies and procedures. All staff are made aware of these and refreshed in their knowledge of them.
- Appropriate risk assessments are completed and reviewed as and when necessary.
- Teaching or teaching assistants always ensure that children are 'handed-over' to the appropriate parent/carer at the end of the day, unless we have written permission for an older pupil to walk home.
- The headteacher is always on the playground at the start and end of every school day.
- Welfare staff, teaching assistants and teachers supervise children during lunchtimes (in the dinner hall and on the playground) and there is always a member of the senior leadership team on duty. The headteacher is always on the playground during lunchtime. During break times, children are supervised by teaching assistants and teachers, including members of the senior leadership team.
- All gates are padlocked when the children are playing outside and the grounds are secured by fences, with the main entrance doors in each building having buzzer/fob or key code entry.
- Reception children have their own secure outdoor area, which is always monitored by a teacher or teaching assistant when children are using it.
- Support from a teaching assistant is available in every class but in some classes, there may be additional support for individual children and groups.
- The ratio of children to adults on school trips meets statutory requirements, with additional support where necessary.
- Parents can access the Anti-bullying Policy and any other relevant policies and procedures on the school website or can request a copy from the school office.
- All school staff receive first aid training, which is refreshed in line with guidelines. Some staff receive more in depth training on areas such as epilepsy and anaphylactic training if it relates to the children they are working closely with.
- Children with SEND are well supported to ensure the safety of themselves and those around them.
- Rules for safety are communicated clearly and consistently with the children throughout school. Behaviour systems are positive and effective.
- Children receive regular lessons on how to keep themselves and others safe through curriculum subjects, topics and themed events, particularly through the PSHE curriculum and 'My Happy Mind' scheme. For example, internet safety days, road safety lessons and anti-bullying week activities. Visits from outside agencies include the Lancashire Fire Service, who visit Year 2 and Year 6 children every year, the NSPCC and Safer Cycling. Our Caritas worker has delivered annual workshops for all children around respect for themselves and others and the NSPCC's Underwear Rule. This has now been taken over by our new family support worker and teaching staff.

## Health (including Emotional Health and Wellbeing)

### What the school provides:

- Parents/carers complete and sign a form to say that the school can administer prescribed medication. The headteacher or a member of the senior leadership team will then administer the medication (which is stored securely), recording time, dosage and frequency, passing this information on to the parents/carers.

- Some children may require a care plan, which are drawn up with the involvement of parents, the SENDCo and medical professionals.
- Parents/carers of children with long-term conditions and special medical needs meet with the SENDCo and key staff to discuss their child's care and the management of their child's condition within school.
- All staff are kept up-to-date with first aid training, to ensure that they are confident with what action to take in the event of an accident or emergency. This includes more detailed training on specific areas such as epilepsy, if it relates to the children they are working closely with. If deemed necessary, an ambulance would be called and the parents/carers contacted immediately. A member of staff would stay with the child until the parent/carer arrived.
- Asthma inhalers are kept in boxes in classrooms (and taken out at playtimes/lunchtimes) to ensure they can be accessed whenever necessary. We also have an emergency inhaler, which parents/carer must consent to if they wish their child to use this in an emergency.
- First aid slips are used to aid communication with parents/carers.
- The school nurse and other NHS professionals (such as CAMHS and speech and language therapists) support the school regularly. For example, for Reception and Year 6 height and weight checks.
- We provide a range of sporting opportunities, both within curriculum time and in extra-curricular clubs. Specialist coaches also work alongside teachers and pupils.
- We have installed a running track to enable classes to complete a daily mile and therefore promote daily exercise.
- We hold an annual Sports Day for all children to participate in.
- Our family support worker promotes emotional health and wellbeing through workshops such as Relax Kids, which all year groups take part in at some point during the academic year. Teachers have also worked closely with our previous Caritas worker to learn about strategies and resources which can be used in the classroom.
- Our family support worker will also provide support to individual pupils and their families.
- Teaching assistants have attended training to deliver intervention groups (such as Lego Therapy) and to provide social and emotional support to children at break times or through weekly, small group activities.

## Communication with Parents

### What the school provides:

- The website contains details of all staff currently employed by the school and details of the school governors. It is kept up-to-date with relevant information. Each class also has its own web page, where up-to-date information about teaching and learning can be found.
- 'Meet the Teacher' and Open Days take place in the Autumn Term.
- Parent information evenings take place to explain SATs in both Year 2 and Year 6, in addition to the Phonic Screening Test in Year 1 and the residential trip in Year 6. A welcome evening also takes place for parents/carers of Reception children in the Summer Term prior to them starting in September.
- Parents' Evenings are held in each term and a written report is sent home at the end of the academic year. Interim reports are also sent home in January and April. Parents/carers have the opportunity to view their child's work during Parents' Evening and they are always given opportunity to discuss reports that have been sent home,

which provide information about their child's attainment, progress, attitude and behaviour.

- Parents of SEND children have the opportunity to discuss and contribute to their child's individual education plan, which are reviewed at least every term. Parents of children with an EHCP are also invited to an annual review.
- We operate an Open Door Policy, where parents/carers can communicate with staff at the start and end of every school day. Additional appointments can be arranged with the headteacher, class teachers and SENDCo. Telephone calls can also be arranged with class teachers.
- Surveys and consultations provide further opportunities for parents to record their views and suggestions.
- Parents/carers are invited to Mass (whole school and KS2 classes).
- A weekly newsletter is sent out through the Parent App and is added to the school website.
- The weekly newsletter informs of stars and readers of the week and the children receive a certificate to take home.
- Some children have a home-school diary or behaviour chart if appropriate.
- Home-school reading records can be used to communicate with class teachers.
- Teachers and teaching assistants ensure that all children have been collected by the appropriate person at the end of the day. Older children may walk home if parents have provided written consent.

## **Working Together**

### **What the school provides:**

- There is a School Council for children from Y1 to Y6. Children in KS2 have the opportunity to apply to be on it and a vote takes place. A display of photographs of members informs the other pupils in school who to raise an issue to or make a suggestion to.
- There is an Eco Club for children from Y1 to Y6 and a Chaplaincy Team for children in KS2.
- Children in KS2 have the opportunity to be 'Playground Leaders' for the children in KS1. They organise and deliver games for them at lunchtimes.
- All classes use Dojo points, where they earn points for their house team, encouraging the children to work together. Rewards are arranged for winning house teams.
- Each class has regular PSHE lessons and group work is encouraged in all curriculum subjects.
- We have a PTA and parents/carers are invited to become involved, either by being on the committee or helping out at events.
- Parents/carers are invited to come and help in school. For example, listening to readers, helping out during extra-curricular activities or trips or by sharing their expertise by talking to the children about an area relating to the curriculum which they are knowledgeable in.
- Home/school agreements are sent out when the children start school, which have clear statements that explain the responsibilities of both the home and the school.
- In addition to our Open Door Policy, parents/carers are given the opportunity to express their views at arranged appointments, Parents' Evening, information evenings, through returning questionnaires and letters and through their responses to any consultations (for example, changes in policy).



- Parents of SEND pupils will also discuss their child's progress when individual education plans are reviewed each term. If their child has an EHCP, they will be involved in the annual review process.
- Some families will participate in multi-agency meetings, if appropriate to the needs of the child and/or family.
- Parents/carers are invited to join special events, such as Mass, Sports Day, Nativity performances and the Year 6 production.
- Elections to the Governing Body are held in the event a vacancy arises.
- All members of SLT meet with their link governor each term and talk through their written report about events in their key stage and subject area (including SEND for the SENDCo), which is then reported to the rest of governors.

### **What help and support is available for the family?**

#### **What the school provides:**

- Staff are happy and willing to support parents/carers in the completion of forms and paperwork.
- Where necessary, we will always do our utmost to seek an interpreter for any parents and families for whom English is an additional language.
- Parents, carers and pupils can request information, advice and guidance at any time and the school staff are equipped to support this, whether it be themselves or by signposting to the appropriate support.
- Links to support groups, organisations and agencies are given on the SEND page of our website.
- The headteacher or SENDCo will refer parents/carers or pupils to outside agencies if required. For example, CAMHS, occupational therapy, speech and language.
- If a parent/carer required a travel plan to get their child to and from school, this would be arranged.

### **Transition to Secondary School**

#### **What the school provides:**

- Year 6 teachers hold transition meetings to discuss all pupils with the receiving secondary school.
- The SENDCo and Y6 teachers liaise with the SENDCo at the receiving secondary school for pupils with SEND. Personalised transition plans will be made if beneficial to the pupil.
- Secondary teachers from the local schools also visit our school to meet pupils.
- Pupils visit their new secondary school for organised events and taster sessions. Additional visits may be arranged if felt beneficial for the pupil, particularly those with SEND.
- All relevant paperwork is handed over and CPOMS records are transferred.

### **Extra-Curricular Activities**

#### **What the school provides:**

- SMASH, our before and after school club is open from 7.30am for the morning session and closes at 6pm for the evening session (term time only). Parents/carers pay for sessions attended.
- Coaches run lunchtime and after school sport clubs every term, which cater for children of all ages and are free of charge. All children are encouraged and invited to take part. Teachers also run different clubs at certain points throughout the year, such as DT and musical activities.
- School uses its 'Sports Funding' to buy in expertise in the form of specialist coaches to work alongside our teachers in PE lessons, ensuring that activities are inclusive and that they meet the needs of all pupils.
- Children in KS2 have the opportunity to become 'Playground Leaders' to plan and deliver games for children in KS1 at lunchtime.
- During themed weeks, such as Book Week, we run events across key stages. For example, older pupils become reading buddies to support the younger children in school.
- All our Year 6 children have the opportunity to attend a residential trip.
- All classes attend a day trip each year and also experience a range of workshops and visits by external people and companies to enhance the curriculum.