



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St Paul's Church of England Primary School**

School Number: **8883022**

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer, you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENReforms@lancashire.gov.uk

When saving your local offer please use the following format:
LO-SCHOOLNAME-SCHOOLNUMBER
E.g., LO-LEAFYVILLAGESCHOOL-011001

Last reviewed November 2019

School/Academy Name and Address	St Paul's C of E Primary School		Telephone Number	01706 215893
			Website Address	http://www.stpaulsrawtenstall.co.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 years			

Name and contact details of your school's SENCO	Miss Rebekah Fielding, SENDCO works in conjunction with Mrs Andrea Horrocks, Inclusion Manager
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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 Sharon Charlesworth, Headteacher Mrs Andrea Horrocks, Inclusion Manager Miss Rebekah Fielding, SENDCo		
Contact telephone number	01706 215893	Email	head@constablelee.lancs.sch.uk ahorrocks@constablelee.lancs.sch.uk rfielding@constablelee.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 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.

Please give the URL for the direct link to your school's Local Offer	http://www.st-pauls-constable.lancsngfl.ac.uk/index.php?category_id=79		
Name	Mrs Charlesworth Headteacher	Date	8th February 2022

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.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 (e.g., ancillary aids or assistive technology?)

What the school provides:

The school was built in 1984 and is wheelchair accessible.

Our Accessibility Policy can be found on the school website.

To provide access for pupils and parents with disabilities the school has ensured that all main entrances and internal doorways within the school are on a single level and wide enough to accommodate a wheelchair if necessary.

There are accessible parking spaces available for the public and disabled persons. These parking bays are located within easy access of both Infant Playground and the Junior Playground.

Our school also has changing facilities and an accessible toilet that is available for wheelchair users. Some classrooms have been adjusted to support children with difficulties to enable access to the teaching and learning environment. Specialty equipment is also utilised to support access to learning.

Policies and information are available on the school website. Whole class noticeboards are maintained in addition to regular newsletters. There are regular letters home. At parental request, we offer Home/School Communication books for use across all Key Stages which contributes to a partnership approach between home and school when sharing information to support our children.

Pictures of school staff and their designation are displayed in the school entrance.

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

The school has a range of ICT programmes for pupils with SEND in addition to IPADs, headphones, computers and interactive whiteboards.

As required, our school has access to translation support that will allow parents (Bengali and Urdu) speakers to have letters/documentation translated if required or discussion with an interpreter.

SEND activity is reported to the school governing body 3 times per year.

School has employed an Inclusion Manager to support, offer advice and guidance to children, their parent/carers, staff and works in partnership with outside agencies to provide a co-ordinated approach in meeting the needs of our pupils with SEND and their families. In this way our pupils are better placed to thrive and fulfil their individual potential.

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

Robust tracking and monitoring ensures our schools' processes and practice regarding the identification of SEND needs as early as possible, and as such apply appropriate interventions aimed at addressing needs. Early identification of need is vital and outside agencies can help advise on the provision of intervention strategies. The class teacher will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher, the SENDCo and Inclusion Manager assess and monitor the children's progress in line with existing school practices.

The SENDCo and Inclusion Manager work closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school.

The class teacher, the SENDCo and Inclusion Manager work collectively to break down the assessment into smaller achievable steps, in order to aid progress and provide detailed accurate indicators that inform future effective approaches to meet identified needs. This approach takes account of both school-based assessments and any assessment conducted by a specialist. Any recommendations that are made are used to inform practice. Parents are involved as equal partners as part of our practice.

Children can be assessed and supported by a range of outside agencies such as IDSS, Aspire and Educational Psychology, Child and Adolescent Mental Health Services (CAMHS/ELCAS), Speech and Language Therapy (SaLT), Occupational Therapy, Community Paediatrics, Physiotherapy and Community Paediatrics.

Each class benefits of at least one Teaching Assistant for part of each day. Allocated TA provision is based in identification of needs.

In the case of children with a physical difficulty, Hearing Impairment, Visual Impairment or medical needs specialist support, guidance, equipment and training is provided by a range of specialist services from Health care, Social Care, Education, the Private and Voluntary Sectors.

Identified staff, with responsibility for working with and supporting children with SEND have access to relevant training. Currently:

- 1 member of staff attends weekly Braille training,
- 2 TAs have completed Makaton training,
- 1 has completed courses on Attachment, Anxiety Disorders in Children and Solution Focused Therapy.
- 1 member of staff has completed a range of courses that are focused on language and communication developing for SEND children, alongside Risk assessing for dyslexia at post graduate level.
- 2 Teachers, two Governors and two pupils are trained as Mental Health First Aiders.
- All of our school frontline staff have received training in Paediatric First Aid (This has included training to support children with identified medical need).
- 6 members of staff have recently been supported by the diabetic nurse and have been trained to monitor and meet related needs.
- 9 members of staff have completed Team-teach moving and handling training.
- Furthermore, we have a staff member who has a MSc (Hons) in Child and Adolescent Mental Health and a BA (Hons) in Child Development and Education.
- This provides staff across school with additional advice, guidance and support.
- The majority of TAs and 1 teacher are trained in comic strip stories and social conversations.

- TAs who work with children with speech and language needs have 1:1 termly input from the SALT service relating to individual child needs. This informs programmes delivered in school.
- All EYFS Staff together with the Inclusion Manager have received training from Aspire, Safer Schools (understanding and supporting overly physical behaviours and safe hold techniques).
- All infant staff will have received Trauma Informed training by March 2022 (the delay has been due to the impact of COVID).

Individual training, that meets identified child need, is accessed by staff, as required, to inform required practice.

As whole staff team, staff had received training on IEP writing, dyslexia, and behaviour management, the CAF and the SEND Code of Practice.

Lancashire Authority have recently moved from a CAF to an Early Help Form. From September to December both Assessments will be used. However, from January 2022 the Early Help model will be offered and the CAF will stop. Training relating to the new form will be attended this year by members of the SLT. Information will then be delivered to Staff regarding their role /contribution to this process/practice. We find this an effective way of working together, with parents. This process provides an effective way of information sharing and working as equal parents to meet need and bring about change.

Depending in the nature of the identified SEND needs, when sitting formal examinations children with SEND can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration, or alter font sizes.

The SEND Provision Map records the type of intervention a pupil is receiving.

Our school Tracker, tracks progress and provides data monitoring for pupils receiving the Pupil Premium as well as pupils with SEND. The progress of all our SEND children is monitored and tracked. Intervention is put in place for those children that are at risk of falling behind in terms of intervention programmes which are delivered by qualified teaching staff or teachers. A record of all the children that are eligible for pupil premium funding is kept which outlines where the money is spent in terms of support given and the impact that this has had on attainment/progress or emotional and social needs if that is the case.

School has a designated Inclusion Manager, SENDCo, a Designated Safeguarding Lead (DSL) and 3 Deputy DSLs.

[For more details, please refer to the SEND School Information Report.](#)

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

Statutory requirements relate to the Education and Health Care Plans and Review processes are followed. 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, and we welcome the contribution made by Information and Advise Team for SEND.

Staff monitor a child's progress in relation to the agreed targets.

In conjunction with the School Nursing Service, Health and Care Plans are updated with parents every year to support a smooth transition into the next class.

Individual Pupil Plans (IPPs)/Individual Education Plans (IEPs) are produced (a minimum of three times per year) termly or half termly depending on the circumstance and pupil and the school operates an Open-Door policy and practice with regards to any concerns a parent may have.

Mapping of our SEND provision is conducted on a termly basis, to ensure all children with an IEPs are receiving appropriate and effective intervention. We implement a wide range of approaches, programmes and techniques to meet identified which promote attainment and achievements. The effectiveness of interventions are assessed using the tracking process. Both summative and formative assessments by the class teacher also contribute to this process of monitoring and evaluating progression, along with advice and guidance from specialist services.

We actively involve external specialist agencies. Any recommendations that are made are incorporated into differentiated classroom teaching and learning/IEP time, demonstrating a graduated approach to identifying and meeting needs.

Working closely with parents and our colleagues from other services progress is reported, monitored and reviewed on a regular basis. As required and in the interest of promoting information sharing practice and effective multi-agency working Common Assessments (CAF)/Early Help Assessments (EHA) and Team Around the Family (TAF) Plans are used as a tool to working partnership with parents and other service providers.

Pupils' progress is closely monitored regularly throughout the school. An up-to-date record is kept of SEND pupils or pupils with disabilities in terms of provisions made. Head Teacher, SENDCo and Inclusion Manager meet on a half termly basis to review process and practice.

The SENDCo and Inclusion Manager hold bi-weekly meeting to monitor process and practice in relation to SEND related issues.

All provisions are monitored and evaluated on a half termly basis to ascertain that impact that interventions and support have had, in terms of children achieving targets set. Provisions are then either amended or continued. TA monitoring activity is also reviewed on a half termly basis by SENDCo and Inclusion Manager.

As required, equipment is provided to meet identified needs such as ear defenders, weighted jacket or wobble cushions, writing slopes, adapted cutlery, coloured rulers, tinted glasses and overlays, fiddle pencils, pictorial/visual timetables, chair bands and desk top screens.

The school also has developed a small multi-sensory room. A Nurture Group is usually offered to children across classes in Key Stages. However, for 2021/2022 this has not occurred due to restrictions relating to Public Health advice. This will be reviewed in July 2022. Currently this type of need is met in class through activities such as Lego therapy. The school offers counselling for children on a 1:1, Solution Focused sessions are also offered on a 1:1, individual class (small group) cooking sessions and time to talk activities.

We offered a physical skills group and a School Readiness group for children in Reception and Year 1 that require this type of intervention. Both the Nurture Group and the physical skills group are co-ordinated and delivered by a highly skilled TA. This TA meets with the Inclusion Manager each half term to monitor progress and adjust practice as required.

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, Inclusion Manger and class teacher carry out Risk Assessments where necessary and adhere to completion dates set. Where required specialist advice is sought and reflected in individual Risk Assessments.

All Staff have an up to date CRB/DBS clearance which is kept in a single Central Record.

If required a handover is carried out by the TA or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points.

Lunchtime welfare assistants supervise children in the dining area and the play areas at lunch times. At playtimes teachers and teaching assistants supervise the children. School also has qualified members of staff in the first aid area during all breaks.

During PE sessions, the class teachers ensure that the children are kept safe by following detailed plans that they have written. These plans highlight potential hazards and risks and put in place strategies to deal with these. In some classes, TAs are also available to support children that have specific needs so that they are kept safe and can also access the curriculum.

In the event of an emergency evacuation, children have their own PEEP and staff within the class have full access to. This is rehearsed half termly so that all children and staff are aware of the routine for individual children.

When planning and taking children out on trips the visit leader completes a detailed risk assessment on the Lancashire Evolve System. All visit leaders ensure that the pupil: adult ratio is adhered to and the EVC co-ordinator as well as the head authorise the risk assessments before a trip takes place.

At the end of a school day children are handed directly to a parent or a previously agreed responsible person, over the age of 16 years. Should information need to be shared with the parent regarding that days' events, then a direct conversation is had with the parent, either face to face or over the telephone by the class teacher. Some children have a home/school communication book or reward charts to support identified needs.

For children for whom safety is a concern and have limitation regarding their self-awareness, parking discs are provided so that they are able to park near to the school and reduce the risk of harm in relation to crossing roads and decrease the need to following safety instructions.

Parents can access the Anti-Bullying Policy, E-Safety, and the Special Education Needs Policy on the school website.

C-Poms is in operation, for all staff to use. The DSLs in school have a daily overview of issues/ observations and concerns relating to all our pupils. In turn this informs our actions and has improved our ability to identify needs, in a holistic sense as soon as possible, provide supportive interventions and make referrals to wider services, when required.

The school links with Encompass, being notified if the police have been called to an incident where children are present.

We work with the local Multi-agency Safeguarding Hub (MASH) Team to keep children safe and support children and their families where need arises.

Where need is identified, and it is appropriate– Behaviour Risk assessments are undertaken. This informs our Behaviour Plans, our practice and supports information sharing practices between service providers so that presenting needs can be met.

As previously mentioned, all EYFS Staff together with the Inclusion Manager have received training from Aspire, Safer Schools (understanding and supporting overly physical behaviours and safe hold techniques).

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

We have a range of practises and process in place to keeps children safe at St Paul's.

As required, in partnership with parents, we will complete a Common Assessment Framework (CAF)/ Early Help Assessment (EHA) to engage and co-ordinate a package of support for a child and their family.

All medicines are recorded in a medicine file along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. As required identified medication is kept in the school safe.

With full parental consent Care Plans are passed on to the relevant Class Teacher/staff and the master copy is kept on file or within a child's SEND records.

EpiPen and asthma training is provided annually by the School Nurse to ensure staff are conversant with the appropriate action or medical procedure required.

In the case of an emergency the relevant services would be called up on and parents contacted immediately.

A number of education, health or therapy services can be accessed by children access on school premises as required. For example: Play Therapy, Child Action North West (CANW), LCC Child and Family Well-Being Outreach, Speech and Therapy, Occupational therapy, Physiotherapy,) and School Nursing service, Child Councillor, Educational Psychology, ELCAS workers (Child and Adolescent Mental Health Practitioner) and Specialist Teachers.

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 (e.g., 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 to parents. This is enabled by the availability of the Class teacher or Inclusion Manager. An appointment system is also offered to parents if they feel meeting with specific staff would be of benefit.

In addition, at the point of need, and agreement, our Home/School Communication Books are used by parents and staff to communicate and care for our children.

Meetings are arranged with parents when needed so that matters arising can be dealt with in a timely manner that promotes desired outcomes.

The school offers 3 parent evenings a year to provide opportunities for parents to discuss the progress of their child. These take place straight after school and finish at 6pm so that they accommodate working parents. If parents are unable to make the dates and times set the school offers telephone appointments or arranges a different time and date that is mutually agreeable. During the pandemic, these meetings have been facilitated virtually.

On the request of parents, the Inclusion Manager will either provide parents with additional meetings on parents evening or join in with the parent teacher interview.

Usually, new parent information evening is offered once a year. During the Summer term stay and play sessions are offered. These run in parallel with informal parent coffee afternoons, that provide their opportunity for parents to ask questions regarding their child in St Paul's School. Subject based workshops are also offered throughout the academic year so that parents are better placed to understand what is taught and how subjects are taught in school. In light of the pandemic, our school will aim to deliver these sessions, during the summer term, while being mindful of relevant Government guidance and Public Health Advice.

An annual parent questionnaire is also provided for parents to record their views and suggestions.

During Spring Term 1, the Inclusion Manager conducts a SEND information and consultation sessions for parents.

Where required interpreters are used to aid communication with parents in discussing the progress, provision and needs of their child.

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

At school, we offer a wide range of Student Leadership groups which are led by the children and supervised by a nominated member of our staff.

The leadership groups represent the student voice, act on behalf of students and ultimately work towards improving the children's experience at school. They are all a valuable asset to the running of the school and meet at least once per term.

Parents are encouraged to discuss their child's needs, development, progress and school experience in Parent Evenings, Annual Reviews, IEP/IPP reviews and additional meeting (if they express a wish to do so). As previously noted, the Early Help Assessment/CAF process also support this aspect of our offer.

The school values and encourages the active participation of parents in the life of the school. At present we have a very active and supportive PTA.

Information sharing regarding named individual children and their families is only possible with written informed consent of the parent.

Elections to the Governing Body are held in the event 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 parent with travel plans to get their child to and from school?

What the school provides

The school has an Inclusion Manager who working conjunction with the SENDCo in meeting the holistic needs of children with SEND. The Inclusion Manager is available every day to support, advice and guide families as required. This includes helping with forms and co-ordinating access to a range of services that are able to help parents and their children.

There is a notice board which contains additional information of upcoming events or general useful information. This information is also displayed on each classroom window. All

upcoming events are also sent out on a weekly newsletter by the Headteacher and posted on the school website. Each class produces a weekly newsletter.

If a pupil required, a Travel Plan to get their child to and from school this would be dealt with by the Inclusion Manager in conjunction with the SEND Team.

Should parents require support, advice or guidance regarding completing any forms, require support in facilitating telephone conversations with wider service providers or progressing a referral- we are happy to help.

The school, where required will work with the Lancashire Travel Team in offering accessible transport for pupils with SEND who require it.

When a pupil is transitioning to another school the Inclusion Manager offers co-ordinated support and guidance to parents in arranging transport, via the Local Authority's SEND Service to ensure our SEND pupils have safe transportation to and from their receiving school.

For children with an Education and Health Care Plan (EHCP) all reviews involved parents/carers, along with all other professional involved with a child. They are conducted once per year. However, as a child grows and develops, should the EHC Plan no longer reflect the SEND an early review can be called to ensure their Plan is reflected of need and is fit for purpose.

Transition to Secondary School

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

What the school provides

Transition into primary school and into secondary school are key transitions times within a child's life.

For children with identified SEND in their first EYFS year in nursery, our Reception Class teacher and then our Inclusion Manager will make a visit to nursery. Meetings with parents, nursery staff, together with any other practitioners who is supporting the child and their family. Information is shared so that all transition and classroom arrangements can be made to support a successful transition into school. Often for children with SEND their transition experiences are tailor made to meet known needs.

For children with SEND, who join St Paul's School during a school year, meetings with the parents and the Inclusion Manager occur prior to the child starting school. The inclusion Manager will contact the SENDo from the previous school and information will be shared so that preparations can be made where required. The child and parent will be invited to come

into school and meet their teacher, having the opportunity to look around the school and see their classroom and be introduced to their peers.

Each Year 6 pupils visit their forthcoming Secondary School for taster sessions and Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.

The children also get the opportunity in the summer term to spend a day at their new high school. As part of their transition day whereby they meet their form teachers. Prior to this the Heads of Year 7 from the secondary schools arrange a meeting with the Year 6 teacher to talk about each child. The Year 6 teacher will complete a transfer form for each child prior to the visit. Any concerns with regards to attainment/personal/social/emotional are also mentioned.

In addition, children with SEND, or with other identified needs are provided with a personalised transition programme. This is arranged between our primary school and their secondary school. This is conducted in full consultation with the pupil and their parents. When required SEND Support Plans are written to support a move to secondary school (or between primary schools).

The CAF/Early Help and TAF process can also be used as a tool to support an end of Key stage transition.

As a school we have established a good working relationship with key practitioners within all of the local secondary schools, this too supports the information sharing process for children with SEND as this is a key point of transition in their lives.

For Children with an Education and Health Care Plan (EHCP) early reviews are called to ensure their Plan is reflected in need and is fit for purpose, supporting them into and through their KS3 Education.

In school transitions, between year groups are supported in a number of ways. The Inclusion Manager meets with the receiving teacher and information sharing about individual children occurs. Process, practice and environmental considerations are identified and discussed so that all reasonable adjustments are made. In July of each year, the child's current teacher will also meet with the receiving teacher and share information. Where it is required, additional arrangements are made for a child to meet their new teacher and visit their new classroom. The manner in which this is done is individualised.

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 extended childcare provision, after school, includes the Bright Young Things Club (BYT), offering a daily Breakfast Club and After School club. This is available to pupils and parents that express an interest. This care is provided by the school under the Governing Body. There is a nominal charge for this childcare, but the Governing Body run a legacy to support for families in financial hardship with free places.

St Paul's School is actively engages with the Rossendale Sport Partnership. Though this partnership we are able to bring together a multi-sports package that has a focus on inclusion.

In addition, we offer weekly opportunities for pupils to take part in weekly sports sessions during the school year. This is offered through engaging a range of outside provided and internal planning and delivery.

For Foundation Stage and Key Stage 1 we have Absolute Football, Writing Club, Bookworm/Story club and multi-skills. At Key Stage 2 we offer Cross Country, Football, Tag Rugby, Athletics, Fencing, Table Tennis, Chess, Basketball and Netball Cricket, all free of charge (this may vary slightly on an annual basis).

Additional Music lessons are something that parents pay for on a termly basis. Charges for costed activities can be subsidised where necessary.

Children entering Reception are assigned a Buddy from Year 6. Buddies also help Reception children during Lunch in Autumn Term to help new pupils settle in to normal School routines.

Any lunch time, adult led activities are open to all children (cricket and rounders for example).

For children with SEND, through discussions with the child and their parents, consideration is given to how we enable access to after school/extend activities.

Our Sports leader facilitates annual attendance at a multi-school sports event for children with SEND. Additional sports training sessions are also offered for a term for our pupils with high level SEND need, as part of a bespoke approach to their teaching and learning experiences.