



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.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

E.g. LO-LEAFYVILLAGESCHOOL-011001

Last reviewed September 2023

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	4-11 years			

cater for?	
Name and contact details of your school's SENCO	Miss Rebekah Fielding, SENDCO works in conjunction with Mrs Andrea Horrocks, Inclusion Manager

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

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

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	September 2023

Please return the completed form by email to:

IDSS.SENDR reforms@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.

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 within 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 utilized 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 iPad, headphones, computers and interactive whiteboards.

As required, our school has access to translation support that will allow parents 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 and co-ordinate advice and guidance to children, their parent/carers, staff and works in partnership with outside agencies.

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 to identify SEND as early as possible and as such, provides adaptive learning and offers interventions aimed at addressing identified needs. Early identification of need is vital and a range of outside agencies help advise on the provision of strategies that are additional to and different from that of a mainstream classroom practices. 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 works closely with parents and teachers to plan and monitor progress.

Individual arrangements, based on needs, are made for reasonable adjustments to support a child during tests and SATs. This is coordinated by the inclusion manager and class teacher.

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 and track progress.

Children can be assessed and supported by a range of outside agencies such as Specialist Teachers, Educational Psychology, Child and Adolescent Mental Health Services (CAMHS/ELCAS), SCAYT, CANW, Speech and Language Therapy (SaLT), Occupational Therapy, Community Pediatrics' and Physiotherapy.

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 for Health care, Social Care, Education, the Private and Voluntary Sectors.

Identified staff, with responsibility for working with and supporting children with specific needs, have access to relevant training. Two TAs have completed Makaton training. Trauma Informed training has been accessed by all school staff.

The majority of TAs and one 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 of our school frontline staff have received training in Pediatric First Aid including, Epi Pen and Asthma training. Relevant staff have Diabetic training.

As whole staff team, staff had received training on IEP writing, dyslexia, and behaviour management, the CAF/Early Help Continuum of Need and the SEND Code of Practice

The SENCo has an MA in Education (Working Memory). The Inclusion Manager who has a BA (Hons) in Education and a BSc (Hons) in Child and Adolescent Mental Health(CAMHS).Both are members of the school SLT.

Individual training, that is required to meet the identified needs of a child, is accessed by staff, as required, to inform required practice.

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. A graduated response (in line with the requirements of the SEND Code of Practice) to meeting needs is applied. This approach offers a range of interventions that are put in place for those children that are at risk of falling behind their peers.

A record of all the children that are eligible for pupil premium funding is kept. This outlines where the funding is allocated in relation to the types of support given, along with the impact that this has on areas of need (cognition and learning, their sensory and physical needs, communication development and a child's social, emotional and mental health needs).

School has a designated Inclusion Manager, SENDCo, a Designated Safeguarding Lead (DSL) and 2 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 related to the Education and Health Care Plans and Review processes are followed. Parents contribute and take part in Annual Reviews as equal partners 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 the Information and Advice Team for SEND.

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

Where required, in conjunction with the School Nursing Service, Health and Care Plans are updated with parents every year, or at the point of need during a school 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/IPPs are receiving appropriate and effective scaffolded support. We implement a wide range of approaches, which includes evidenced based programmes and techniques to meet identified needs, which promote attainment and achievements. The effectiveness of the support provided is assessed using the through the use of both summative and formative assessments by the class teacher. TAs 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 classroom teaching and learning, IEP/IPP time, so 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 Early Help Assessments and Team Around the Family (TAF) Plans are used as a tool to work in partnership with parents and other service providers to address holistic needs.

Pupils' progress is closely monitored regularly throughout the school. An up-to-date record is kept of SEND pupils relating to their individual needs and the provision offered that is additional to and different from that of their peers. 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 meetings to monitor process and practice in relation to SEND related issues.

All provisions are monitored and evaluated on a half termly basis to ascertain the effectiveness and the impact that interventions, relating to individual targets. Provisions are then either amended or continued, dependent on the impact of the reviews/evaluations. The TA monitoring activity is also reviewed on a half termly basis by SENDCo and Inclusion Manager to monitor delivery and impact.

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, timers, busy boxes, overlays, fiddle pencils, prompt cards and pictorial/visual timetables.

When in operation the nurture group covers Upper KS1, Lower KS2 and Upper KS2. Provision of this group is reviewed annually.

A physical skills group and a School Readiness group is offered for children in Reception and Year 1 that require this type of support to promote the development of necessary characteristics for effective learning to occur.

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 Manager 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 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 is designated disabled parking area, close to both the Junior and Infant playground, by the school for pick up and drop off points. Parking Badges are required to park in this area. 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.

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

Where children have medical feeding needs/a feeding plan, a TA is available to sit with a small group of children, in the dining room and support, as required.

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.

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 coordinator 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 year. 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.

Parents can access the Anti-Bullying Policy, E-Safety, and the Special Education Needs 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

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

As required, in partnership with parents, we will complete an Early Help Assessment 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 informed 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. More recently we have worked with the Diabetic Nurse to ensure the required staff have the required knowledge and training.

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 (CANW), LCC Child and Family Well-Being Outreach, Speech and Therapy, Occupational Therapy, Physiotherapy, Integrated Disability and Support Services (IDSS) and School Nursing Service, Child Counselor, Educational Psychology, ELCAS workers 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. At these times, at the request of parents, the Inclusion Manager will either provide parents with additional meeting on parents evening or join in with the parent teacher interview.

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 years so that parents are better placed to understand what is taught and how subjects are taught in school.

A parent questionnaire is also provided for parents to record their views and suggestions. In January, the Inclusion Manager conducts a SEND consultation with parents.

Following an assessment by a specialist – once a report is received, the Inclusion Manager will provide the parents and the class teacher with a copy. A joint meeting is then arranged and the report is discussed with parents. The class teacher will explain how any recommendation made in the report will be implemented into classroom practice in addressing SEND.

Conversations with parents regarding guidance and advice relating to process and practice and referral pathways are conducted with the Inclusion Manager as required.

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 the 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 meetings (if they express a wish to do so).

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.

The Early Help Assessment and the Team Around the Family Planning (TAF) meetings provide opportunities for parents to have their say about their child's education and involvement with other service providers.

Elections to the Governing Body are held in the event a vacancy arises.

As part of the process related to applying for a SEND Statutory assessment, or gaining a Education and Health Care Plan, the following provide opportunities for there for parents to have their say about their child's education:

- At the point of applying for a SEND Statutory Assessment
- At the co-production meetings
- At the review for and Education and Health Care Plan

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

There is a noticeboard which contains additional information about upcoming events or general useful information. This information is also displayed on each classroom window. All upcoming events are also sent out on a whole weekly newsletter by the Headteacher and posted on the school website.

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

Transition to Secondary School

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

school, buddying)

What the school provides

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 Early Help and TAF process can 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 school, this too supports the information sharing process for children with SEND as this key point of transition their lives.

Where required, the Inclusion Manager will arrange and join parental meeting with the secondary school SENCO and pastoral support Team staff.

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.

Music lessons are something that parents pay for on a termly basis. Charges for costed activities can be subsidized 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 into normal School routines.

Any lunchtime, adult-led activities are open to all children.

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.