



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St James' CE. Clitheroe

School Number: 11058

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.SENDEReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Clitheroe St James' Primary		Telephone Number	01200 423599
	Greenacre Street Clitheroe Lancs BB7 1ED		Website Address	www.st-james78.lancsngfl.ac.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does	Reception-Year 6			

the school cater for?	
Name and contact details of your school's SENCO	Sally Sharp Clitheroe St James' Primary Greenacre Street Clitheroe Lancs BB7 1ED

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	Sally Sharp (SENCo)		
Contact telephone number	01200 423599	Email	bursar@st-james.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	http://www.st-james78.lancsngfl.ac.uk/download/file/Local%20Offer.pdf
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direct link to your school's Local Offer			
Name	Sally Sharp	Date	29/9/20

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 (eg; ancillary aids or assistive technology?)

What the school provides

St James' School is fully wheelchair accessible. To ensure access for pupils and parents with disabilities both buildings are on a single level and there is ramped access to both buildings. Disabled toilets are available for wheelchair users in both buildings.

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

The school has a range of ICT programmes for pupils with SEN and there is a wheelchair accessible ICT suite

Information is available via the school website and notice board in the entrance hall – whenever necessary these can be modified to different font sizes or languages.

Specialist equipment eg writing slants, work stations, balance cushions, handwriters are available for the children to use as appropriate

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

At St James' CE Primary School we believe that early intervention is vital. The class teacher and SENCo assess and monitor the children's progress in line with existing school practices. If the class teacher or parent has concerns about a child this is discussed with the SENCo - if appropriate the child then moves onto the SEN register and an SEN Support Plan will be coproduced with parents and the child. Once a child is at this stage they will have a set of SMART targets (Specific, measurable, attainable, realistic and timely). After each term, progress is reviewed by the class teacher, parents and child and the next steps are determined.

At this stage of the graduated approach support may involve:

- ✓ Extra help from the class based teaching assistant
- ✓ Small group support out of class
- ✓ Individual support out of class
- ✓ Alternative resources such as ICT access, sloping boards or visual prompts

If the class teacher or parents continue to have concerns about a child's development, with parental consent, external agencies can become involved to help

advise on the provision of intervention strategies. Children can also be assessed by outside agencies such as Educational Psychologist or SEND for example for dyslexia and dyscalculia. The child would continue to receive support in school, guided by the advice of other professionals, this will be shared with the parents and the individual education plan would be informed by the advice of other professionals. Again, after each term progress is reviewed and the next steps are determined. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will maintain updated records of provision and monitor the impact of that provision through provision mapping. The teacher will maintain the personalised plans and keep them updated.

All staff have received CPD training on eg ASD, dyslexia and emotion coaching provided by EP and staff supporting children with SEN undertake appropriate training. Each class has the benefit of at least 1 teaching assistant

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by eg SEND, NHS (Diabetes nurse and epilepsy nurse)

When sitting examinations children with SEN can be supported (if appropriate) 1:1, have timed breaks, be granted additional time, sit exams in a quiet setting to aid concentration

The provision map records the type of intervention each SEN pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire E-Tracker is also used to track progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

Parents and all appropriate external agencies contribute and take part in Annual Reviews for children with EHC Plans and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. SEN Support Plans are produced termly or half termly depending on the circumstance and pupil. School operates an open door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and pupils with SEN are also monitored on the Provision Map

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

General risk assessments are the responsibility of the Headteacher. Risk assessments for trips are carried out by the lead teacher

If necessary a handover is carried out by a TA or class teacher to the appropriate parent/carer.

Teachers and TAs supervise the children at break times. Welfare staff supervise the children at lunch break unless the child requires 1:1 support and this is provided by a TA

The LCC guidelines for pupil:adult ratios are adhered to on all school trips

Teaching Assistant support is available in every class

Parents can access the Anti-bullying policy on the school website or via the school office

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

All medication is recorded on a medicine form which is kept on file in the school office including details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Medicines are kept in the school office and administered by the office staff except for inhalers, which are kept with the child in KS2. Care plans are drawn up with relevant staff eg SENCo, class teacher, TA, School Nurse and parents/carers – these are then passed to the relevant class teacher and a copy is kept in the file in both staffrooms, the office and the welfare file. A master copy is kept in the SEN records.

All staff have undertaken basic first aid training. Staff are kept regularly up to date with first aid training.

Diabetes, epilepsy and epipen training has been provided by the school nurse, epilepsy nurse and diabetes nurse to ensure relevant staff are conversant with the appropriate action or medical procedure required.

We have an ELSA TA and a behaviour specialist TA in school who can provide targeted support as appropriate.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

The school website contains details of all staff currently employed at the school and the School Prospectus also contains this information. In the Entrance Hall there is a photo board with the names and pictures of all members of staff. The school operates an “open door” policy – parents can speak briefly to teachers before school. Again, at the end of the school day, all teachers are available at the classroom doors if a parent should need to speak to them. If they have a concern that needs more time, then an appointment can be made to meet with the class teacher, the SENCo or the Headteacher. There are two parents’ evenings each year (virtual this year due to COVID 19) and a written report is sent home in the Summer Term. Parents and children can complete questionnaires to record their views and opinions. Prospective parents are welcome to make appointments to visit the school at any time.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEN and their families?

What the school provides

There is a School Council, a school sports council, a worship group and a school Eco Council for pupils to contribute their own views. Parents can have their say about their child at Parents’ Evenings, Annual Reviews and Support Plan Reviews if they wish to do so. Elections to the Governing Body are held in the event a vacancy arises. There is a designated SEN Governor who meets with the SENCo termly to discuss SEN issues and provision in school and to report back to the Governing Body. An annual report to parents is provided by the SENCo and SEN Governor. School does work with other external agencies to meet the needs of pupils and their families eg Ribblesdale Children’s Centre, School Nurse team, Early Support Core Offer providers etc. All children and parents complete Home-School agreements on entry to the school.

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What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

What the school provides

The class teacher, Headteacher or SENCo can offer help with completing forms and paperwork if this is required. Information and general advice is shared on the school weekly newsletter or on the Notice Board in the school entrance. School newsletters are emailed to parents and put on the School website.

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 pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local High Schools visit to help ease the transition from Y6 to Y7. SENCo and DSP meet with Y7 liaison staff to transfer relevant information. There is also information sharing between SLT and Y7 staff regarding pupils who might find the transition difficult. St James Church also provides a moving on session and school has close links with the Grand in Clitheroe which provides the My Skills programme to boost the confidence of children who may struggle with the transition

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

A daily breakfast club and after school club (Jimmys) operates which is available to all pupils. Prior to COVID 19 there were opportunities for all pupils to take part in a variety of lunchtime and after school clubs some of which are provided by school staff and some provided by external providers which need to be paid for. Children could choose to play woodwind instruments, violins, keyboards or guitars.

Prior to COVID 19 restrictions, some Y5 and 6 children were playground PALS and supported the welfare staff during lunch breaks with the younger children.

Some Y5 and 6 children were reading buddies and supported children in Y1 and 2 with their reading at lunchtimes.