

School/Academy Name and Address	<i>St Oswald's RC Primary School Hartley Avenue, Accrington</i>		Telephone Number	<i>01254 234924</i>
Website Address	https://www.stoswaldsromancatholicprimaryschool.com/			
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	✓			
What age range of pupils does the school cater for?	<i>3 – 11</i>			
Name and contact details of your school's SENCO	<i>Sarah Lakeland – please contact at school</i>			
Name of Person providing the Local Offer	<i>Sarah Lakeland</i>			
Name of Person/Job Title	<i>Sarah Lakeland-SEND CO</i>			
Please give the URL for the direct link to your school's Local Offer	https://www.stoswaldsromancatholicprimaryschool.com/send/			
Contact telephone number	<i>01254 234924</i>	Email	<i>s.lakeland@st-oswaldsrc.lancs.sch.uk</i>	

**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?)

The school environment is accessible. There is a designated disabled parking space available at all times. Wheelchair access is available through the front of school via the main door. In school there is a disabled toilet available. Most of the school is on the ground level and accessible to wheelchair users with only the Rainbow Room/Computer suite being up a flight of stairs. School has purchased a visualizer to use for children with visual needs where individual work can be enlarged, the colour changed and brightness altered.

Information is fully accessible to parents and children by means of the school website, text messages, Facebook, letters and flyers sent home, posters and reminders visible on the school's main door and a notice board put up outside school with the latest information and reminders. There are parents of children in school who speak different languages who can offer translation support where needed. These parents are also available at parent's evenings to offer translations. Interpreters are invited to all children's meetings within school where needed. Parents who have additional needs are spoken to verbally about information given as well as being given it on their letters. Children have access to a variety of different resources suitable to their development and tables and equipment are adapted for the different ages. Tailored resources are purchased for children who require sensory input.

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? We have good links with preschool and nurseries locally and share information before children start at St Oswald's. The Reception class teacher along with school's Family Support Worker carry out home visits before the children start. Class teachers initially identify children based on their day to day assessments and we listen carefully to parental concerns and what we are told about the children. School will initially provide extra support to any children with any extra needs by writing an IPP and giving the child 1-1 or small group work 4 times a week. If a good level of progress is not seen, school has a good link with an Educational Psychologist and specialist teacher who will observe and comment on any children we have concerns about and will inform school with the next steps to take. We adapt the curriculum carefully for all children by the support given, pre teaching of key ideas and vocabulary, resources available and work expectations. Within the classrooms we have highly experienced teaching assistants, to provide support and assistance to the children. They have considerable experience in helping children with a wide range of different difficulties and additional needs. Any additional resources or equipment is purchased to use within the classroom to allow children to reach their potential. Where appropriate, we seek advice from outside agencies such as Occupational Health, School Nurse, Paediatricians, Speech and Language Therapists, Specialist Teachers and our Educational Psychologist. Within the classroom, worksheets and learning materials are modified as required and the use of TA deployment is changed depending on the needs of a particular class. We use visual timetables for children with additional needs and EAL children. We follow a motor skills programmes and social skills programmes with any

	children needing this type of intervention. All teachers are trained in how to use and write IPP's for children in their class. Teachers are given time to talk to the Educational Psychologist, Specialist Teacher and Speech and Language Therapist to allow them to make the appropriate changes. We ask for specialist advice from external agencies as required, particularly visiting specialist teachers and use this to offer our own in house training. We work closely with parents to allow parents to see how we help children to understand how to make the right choice. We have no specialist teachers within school but the SENCO has an interest in supporting children with autistic tendencies and has worked in an Autistic Spectrum Disorder Special School. She also has carried out Dyslexia tests with children in school and York Reading/ comprehension testing. Children in school with SEN are supported fully. Children are given IPP's to target their specific needs. Children are placed into intervention groups to bridge gaps in their learning. Children who require more support than school can offer are seen by the schools Educational Psychologist who offer school targets and strategies to put into place, resources to buy and ideas. Support is planned into the school development plan but also other needs are responded to as they arise. Children with SEN are supported through their SAT's testing in KS2. Adaptions such an enlarging print is made and children who require more time and support through the tests are given this allowance. Our SEN provision map identifies particular groups with specific additional needs and support is arranged according to need. Assessment data indicates that children with SEN make at least as good progress as their peers. Children who receive EHCP plans are given the adequate amount of 1-1 support that they require. The EYFS department within school, along with the SENDCo, have devised their own Speech and Language identification and activity package. All children are screened on entry using the Roscoe word level assessment and Wellcomm. Children are then referred to the NHS speech service for further support if required. School also use their own in house speech programmes to carry out activities to bring children in line with expectations.
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? All annual reviews and TAF/CIN meetings are held in school on time with all relevant professionals invited to attend and contribute. All statutory timelines are met. Children have an IPP which is reviewed every term. The IPP celebrates what the child

	can do and sets targets that are specific, measurable and achievable within the time allocated. Any targets or strategies from the Educational Psychologist are included in these IPP's. Children are included in intervention groups where needed. We use Lancashire tracker online analysis which shows that children with SEN achieve as well as those without SEN. The impact of the interventions is monitored and evaluated for their usefulness. New schemes and packages are trialled in school for their effectiveness. Targets made by the Educational Psychologist are monitored and reviewed regularly with meetings with parents being called to discuss this progress.
Keeping Children Safe	How and when will risk assessments be done? Who will carry out risk assessments? Whole school risk assessments are updated annually by the Head Teacher and the Governor responsible for health and safety. Class and subject risk assessments are updated by each class teacher, shared with all relevant staff and fire procedures to ensure safe evacuation are updated regularly. Any children with SEN who require their own individual risk assessment will have a meeting called with parents, teachers and the SENCo, areas of risk identified and a risk assessment put into place for their safety and the others around them. All staff within school have been Team Teach trained and are able to safely move and handle children for their safety or for the safety of others. 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? In the morning children are brought to the school gate and handed over to 2 members of staff. Children then walk to the hall door and enter directly into school. For safety, parents are asked to park on the main road and walk children up the side road to school. The school has recently had new electronic gates installed which are locked to stop parents driving onto the car park. Children in Reception and Years 1, 2 and 3 are directly handed over to the parent or carer identified as collecting them at the end of the school day. Children from Year 5 upwards may walk home with suitable parental consent. Again the school gate is locked to prevent parents driving onto the car park and parents are asked to park down on the main road. After School Club follows the same procedures. During break times a teacher or teaching assistant supervises children on the infant and junior playgrounds, wearing high

	visibility jackets to be seen easily. Any children who receive 1-1 support in school are also given this support, if required, at break times. Children are taken down to play on the AstroTurf by a member of the teaching staff. At lunchtime infants and juniors have dedicated welfare assistants to supervise as required. Teachers are on hand to offer extra first aid and cover where required. We have a clear Behaviour Policy which sets out our positive rules and is understood and followed by all. During visits away from school, all relevant risks are assessed and all appropriate ratios are adhered to plus 1-1 support where required. Nearly all staff supervising children are first aid trained. We have our Anti Bullying Policy on the website and also available from the School Office on request.
Health	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? Medication is kept in the Office or Staff Room fridge alongside details of all administration. Parents fill in a form to give permission for staff to administer medication. Simple medication such as a reliever inhaler is kept with the class teacher or the child depending on the age and maturity. When any medication is given, the form is completed by the member of staff administering the medicine, detailing the date, time and dosage. When writing a care plan for a child we hold an initial meeting with the family and relevant health professionals to determine the nature of the care plan and then a care plan is written up by the schools SENDCO or the School Nurse and checked and shared where needed. The School Nurse is also present where necessary. To assist new staff in identifying children with a care plan, the child's photo is displayed prominently upstairs on the staff notice board alongside details of the care plan as well as in other key areas in school such as the dinner hall and classrooms. In a medical emergency the school has an emergency response plan and most staff have an up to date qualification in first aid, including some staff with a paediatric first aid qualification where required. Named first aiders are displayed throughout the school and procedures for recording accidents are in place. To ensure staff can deal with any medical issues they are briefed in the procedures written in the care plan. For any medications required to be given, staff are trained in how to administer these to the children and are fully aware of the signs and symptoms to look out for. We seek advice from school nurse and other health

	professionals such as the diabetic nurse as required. Children have access to counselling in school through the use of our Family Support Worker who is in school three times a week. We also refer children on for further support if this is needed.
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? Staff names and classes are available on the school website. Parents can speak to teachers briefly at pick up time at 3:15 pm. Parents are welcome to speak to the School Bursar about any issues they have or make an appointment to come and speak to teachers about their concerns. We have an Open Door Policy for a quick question but request that parents make an appointment for lengthier or serious matters. The Head or Assistant Head teacher will always do their best to see parents on the same day to discuss more serious problems. Parents are informed of their children’s progress at parent’s evenings and on school reports. Parents of children with IPP’s have these discussed with them and a copy sent home each term. Parents are all welcome to come to the weekly Friday awards assembly where achievements are celebrated and news is shared. We have an Open Morning every year where parents can see their child learning amongst their peers and another information session. We hold class assemblies and an Open Door policy for prospective (and current) parents. We hold induction visits for all children starting Reception class towards the end of the summer term. School also hold regular events in school where parents can come in and work with their children such as EID celebrations and Read Aloud afternoons. Responses to reports can be written on the bottom of the reports and given to teachers. Staff are available to listen to all comments from parents. Parents are asked to complete feedback questionnaires when they come to the parent’s evenings.
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? Our School Council has two representatives from Years 2 to 6 and the council meets half termly. The school council representatives present the views of their classmates and the meeting is chaired by the Year 3/4 Teacher. The school council come up with their own ideas to raise money and make important changes to the school. School also have a Faith Council responsible for helping put together Service of the Word events for the whole school. An Eco Council has also been set up and they have achieved their Bronze Award. School has a Faith Council with children from Year 3 upwards. These children are responsible for representing the school at key faith events and leading the school in the development of our altar areas and celebrations of the Liturgical year. Parents are given opportunities for their say by the means of Parents' Evenings and regular parental questionnaires where we actively ask for parental opinion. We hold class assemblies and an Open Door policy for prospective (and current) parents. Parents are given the opportunity to respond to their child's reports at the end of the year. The PTFA meets half termly and organises a range of events including discos, a Christmas Fayre, Summer Fayre's and activities such as Easter bonnet competitions. PTFA members come to Parents' evenings to provide refreshments and to raise awareness and personally answer questions. Parents are welcome to provide voluntary support with class trips and special events such as Sports' Day. There are elected parent Governors. The SENDCo and the SEN Governor meet each term for an update of what is happening currently and which children are needing extra support. Then other agencies are involved in meeting the needs of children. Educational Psychologists, Specialist Teachers, the School Nurse and Social Workers are all consulted prior to decisions being made We use Home/School agreements to help families understand and remove the barriers to their child's learning. Parents are supported in how to read effectively with their children, understanding key concepts such as Phonics and how to best support children with their homework and spellings.
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?

	If parents require any help filling in forms or other types of paperwork advice is available from the bursar, HeadTeacher or Class Teachers. – this is offered to parents who may not benefit from this if they don't ask. If translation is required school will use one of the parents available or arrange to get hold of a translator. Parents have been put in touch with taxi companies and social services help in transporting children to school. One parent has been given the help of SEND IAS to guide them through the EHC process. The SENDCo will meet with parents to help fill in any SEN paperwork requirements and to explain the process them and their child will be taking. The school's Family Support Worker offers a lot of help and support for parents and children's emotional health and wellbeing. She has an open door policy and parents can come into school or ring whenever they need support. She will accompany parents to appointments where they feel they need some extra support from school and will help them to complete the necessary paperwork. She also signposts parents to a variety of other services that they can access such as food banks, financial support, accessing clothes and furniture and housing support. Home visits are carried out to provide support to families at home and to visit any new children coming into Reception to guide them to any points of reference and support before they start school.
Transition to secondary school	What support does the school offer around transition? (e.g. visits to the secondary school, buddying) Transition into school-For any children transitioning from Nursery into Reception in school, home visits are carried out by the Class Teacher and the Family Support Worker. All children come into school for 1 morning to visit the class and familiarise themselves with the new classroom and surroundings. A parent session takes place where there is a presentation given to parents to explain what the class is like and the details they need to know. Uniform packs are given out to parents and they are given all the relevant forms to fill out with support from school's Family Support Worker. All children start full time in September. Secondary School-There is a detailed transition programme in place to support children transferring to our partner high School – Mount Carmel, Accrington. As well as visits, quizzes and special masses with children from other partner primary schools, extra visits are arranged in the Summer term to support children who need a little more reassurance. For children who do not transfer to our partner high school, their teachers are spoken to and given details about the child before they start. They also will be welcome to visit the school/the school visit them to allow a smooth 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? We have a Breakfast Club from 7.50 to 8.40 each morning and after school activities from 3:15pm to 4:15pm most afternoons. We have a range of activities all of which are available to children for £1 such as choir, sewing and sports. All children are welcome to all clubs, activities are modified as required for children with physical difficulties and children with medical needs are supervised closely. Children requiring it will be given 1-1 support from a teaching assistant throughout the club. We are a school family; we work as a team and look after everyone in it.
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