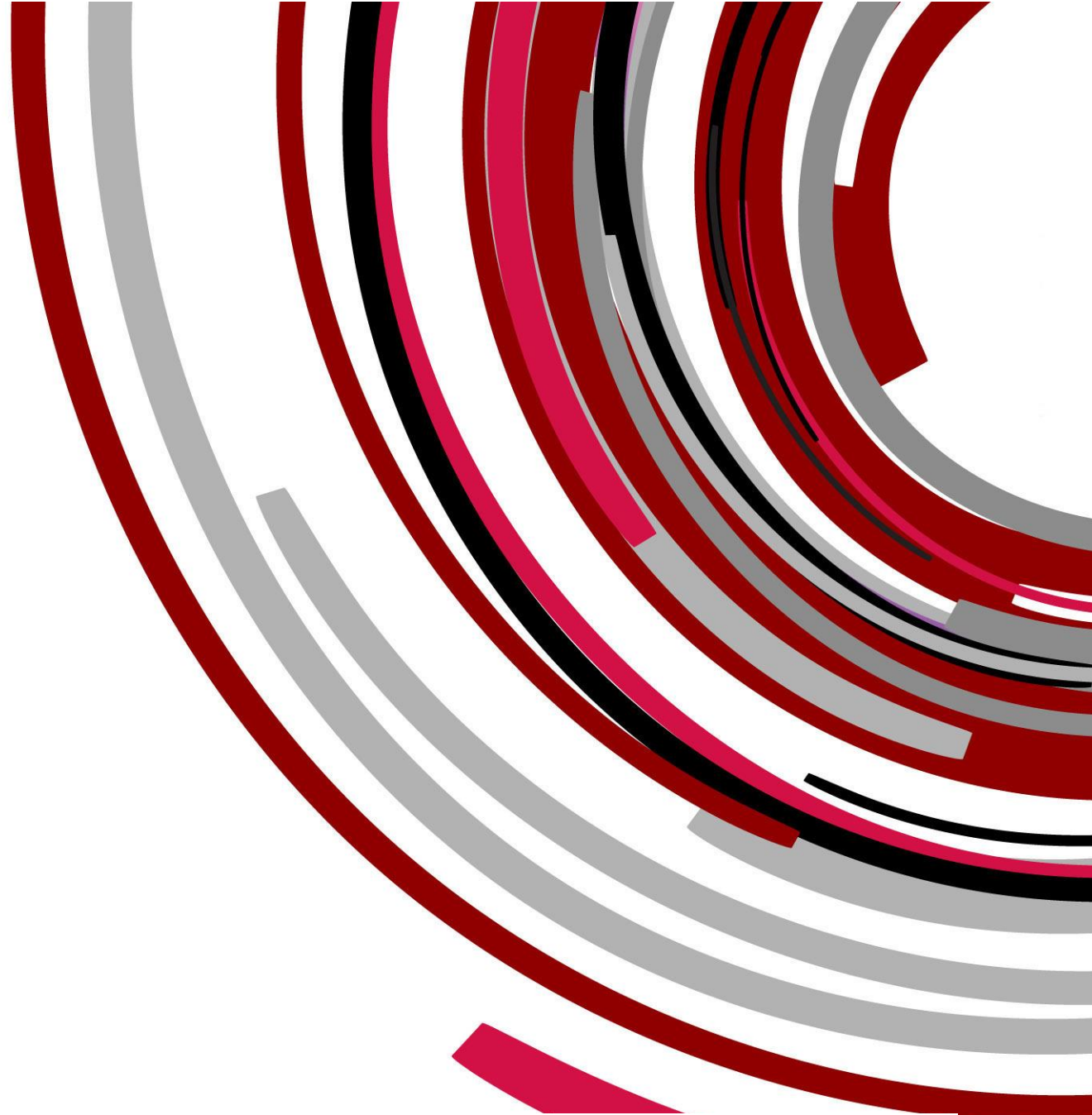




SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Anderton St Joseph's Catholic Primary School**

School Number: **09027**

Guidance for Completion

School/Academy Name and Address	St Joseph's Catholic Primary School, Rothwell Road, Anderton, Chorley PR6 9LZ		Telephone Number	01257 480598
			Website Address	www.st-josephs-anderton.lancs.sch.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 the school cater for?	4-11			
Name and contact details of your school's SENCO	Danielle Johnson 01257 480598			

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 Kathryn Berry Headteacher		
Contact telephone number	01257 480598	Email	head@st-josephs-anderton.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			
Name	Mrs Kathryn Berry	Date	updated Summer 2025

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:

Accessibility

- ➤ All the teaching space in the school is on one level and is easily accessible.
- ➤ The classrooms have direct access outside to an area which is ramped for ease of access.
- ➤ Internal access to the KS2 classrooms is via a landing area via three steps.

There is currently no lift

- ➤ The external gates have all recently been replaced and are all wide enough to allow wheelchair access.
- ➤ The car park is at the front of the building and gates from this are wide enough for wheelchairs.
- ➤ All the external entrances are accessible with concrete ramps as required.
- ➤ We have one disabled toilet.

Visual and Auditory environment

- ➤ All of our KS2 classrooms are fully carpeted. Our KS1 classrooms are partially carpeted. We have blinds throughout the school and tinted/ anti-glare windows.
- ➤ The school always tries to accommodate needs as they arise and have recently installed a sound system for a hearing impaired pupil.
- ➤ Some staff have had “Sign Along” training.
- ➤ Good housekeeping ensures pathways are uncluttered.

Access to information

- ➤ Families who do not have English as a first language are always warmly welcomed. We use the Ethnic Minority achievement service (01772 531555) for advice and support, and ensure that wherever possible we provide information in their mother tongue.
- ➤ Teachers are encouraged to celebrate the childrens’ language and this is seen through activities such as bilingual labels and dictionaries.

- ➤ We will try to provide information in appropriate forms so that it is accessible, if requested. (eg Braille)
- ➤ Staff are always on hand to explain information / forms etc

Access to provision

- ➤ The school encourages all our pupils to be independent and so classrooms are set up to promote this.
- ➤ Resources in school are labelled. Some of these have a picture to aid understanding. The school is working to ensure all resources to which children have access to are labelled.
- ➤ Furniture is age appropriate, however if a child has particular needs the school will accommodate these.
- ➤ IT is used extensively as an alternative means of accessing the curriculum.
- ➤ We have an “Open door policy” and parents are warmly welcome to discuss any matters with the staff. We will always be on hand to explain any information or forms etc.

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

Identification of additional needs

- School aims to identify additional needs as soon as possible.
- The induction process for pupils new to the Reception class includes opportunities for parents to discuss concerns.
 - ➤ School will liaise with the children's preschool providers and attend any transfer meetings.
 - ➤ In the Early Years all staff closely observe the children and any concerns are noted and discussed with the SENDCo as necessary. The SENDCo also attends to Induction meeting for new starters each year.
 - ➤ Pupil progress towards the "Early Learning Goals" is assessed regularly throughout the year.
 - ➤ Each term staff have a Pupil Progress meeting with the Headteacher and concerns are discussed and interventions put in place as required.
 - ➤ As the pupils progress through school, they are assessed against the National Curriculum (or P Scales if they have not achieved level 1). Teachers use a range of assessment procedures: including ongoing observation, end of term / year tests and specialist diagnostic assessments
 - ➤ The assessment of pupils in Reception, Y1 and Y6 is statutory and reported to parents.
 - ➤ The school may enlist the help of external agencies to identify particular needs (eg Education Psychologist, Inclusion teacher). Parents are always fully informed of the outcomes.

Provision

- ➤ Pupils with additional needs are supported in different ways, depending on need.
- ➤ Close monitoring ensures needs are picked up on and acted upon.
- ➤ All classes have at least one Teaching Assistant in the mornings, who assists the teacher in supporting the pupils. This may be through in class support / small group work or one to one.
- School has a 'Sensory Room' space to support children who need it. It includes a range of high quality sensory equipment,

cushions, lights and wall murals to support a range of SEND and sensory needs.

- IEP's are created for children receiving support in school with SMART targets supporting the children to progress.
- ➤ Intervention strategies are used throughout the school and presently include:

Intervention for phonics, fine and gross motor skill programmes, spelling programmes, extra reading and reading programmes, ELSA and individual counselling as and when necessary provided by the school or by other professional specialist services.

- ➤ Staff training – staff have been trained in Emotional Literacy Support (ELSA) and in providing a nurturing environment; Reciprocal Reading; Signalong; Behaviour Management and ASD.
- ➤ The school liaises very closely with external agencies including: speech and language therapists, school nurses, educational psychologists, The Children and Family Welfare Service; Children's Social Care; CAMHS; Occupational Therapy and Physiotherapy.
- ➤ The school also buys time from additional services such as Behaviour Support; Counselling, Specialist Inclusion Teachers; Bereavement Counselling and The Sensory Impairment Team.
- ➤ Resources are reviewed and are purchased according to need e.g. specialist pencil grips for pupils with severe fine motor problems, resources to support children with dyslexia; wobble cushions; writing slopes etc.
- ➤ Pupils with identified needs may require specialist provision during statutory assessments (e.g. KS2 SATS). The school will look at providing suitable access arrangements in line with DFE requirements. This may be additional time or use of a scribe etc.

Training

- ➤ All staff receive regular training to ensure their knowledge is up to date and relevant. This may be "in house" or through

external providers (Lancashire). The SENDCo attends termly SENDCo cluster meetings.

- **If a child starts school with a particular need all staff are informed, and training is provided (e.g. knowing how to deal with a child with severe medical needs)**

Training needs are constantly being reviewed depending on need.

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

- ➤ Presently the school reviews all statements or EHCP plans at least once every 12 months.
- ➤ During these meetings pupils, parents and all involved are asked for their views on the child's progress. Targets are then agreed on.
- ➤ We consider that it is very important that the pupil is as fully involved as possible. They are asked for their views on their progress and attend part of the review if it is appropriate.
- ➤ If it is agreed at the review that additional support is required the school will note this and put in a request for additional funding.
- ➤ It may also be agreed by all those involved that the statement is no longer required as all needs are met.
- ➤ The school ensures those pupils with other SEND requirements and who do not have a statement or a care plan have their needs met. The pupils may be placed on the additional needs register. Targets are agreed on, with the child and the parents and support put in place. This may be through classroom support, a highly adapted curriculum or through providing additional equipment etc.
- SEND Drop In meetings take place each term where parents/carers, class teacher and SENDCO will meet to discuss the progress of all children on our SEND register.
- ➤ External advice or specialist input may be sought for the pupil, but we will always liaise with parents.
- ➤ We have excellent links with the School nurse, Speech and language services, Lancashire's Inclusion Service etc.
- ➤ We consider that our provision is effective and successful when the pupil is making good progress. Accurate and regular assessments ensure that school has a detailed view of every child's progress and additional interventions can be targeted precisely.

- ➤ If additional resources, staffing or training are required, the school ensures that needs are prioritised. The annual school development plan may address longer term issues.

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

- ➤ Keeping our children safe is a key priority for the school.
- ➤ All staff receive annual Safeguarding and Child Protection training.
- ➤ The Headteacher is the Designated Safeguarding Lead and ensures training is up to date.
- ➤ The Governors ensure all statutory health and safety issues are covered.
- ➤ The Headteacher and the Health and Safety committee meet every term to discuss issues and review the needs of the school; as a result the school building is well maintained.
- ➤ The Headteacher ensures that risk assessments are carried out as required. These may cover: Outdoor play equipment, educational visits , using the pond etc
- ➤ Staff are also asked to complete risk assessments if for example they have a visitor in school (e.g. vet/farm etc)
- ➤ Pupils with additional needs who may require additional support are always noted and procedures put in place as required. (e.g. ensuring one to one support when on an educational visit for example)
- ➤ When pupils go on trips, all staff are fully briefed on safety.
- ➤ All additional staff and helpers are briefed before the trip and the school ensures that there are plenty of adults to maintain good pupil /adult ratios.

- ➤ Staff ensure any medical needs are catered for (i.e. taking inhalers etc) and emergency contact numbers are always taken.
- ➤ We have high expectations for pupil behaviour when we are out and about and we are always very proud of our children.
- ➤ Our older children go on an outdoor pursuits residential trip and we only use registered providers who ensure the highest safety standards.
- ➤ The pupils' safety on a daily basis is very much part of our school life. Parents are asked to drop their children off in the morning in the playground at 8.40am when a member of staff is on duty. The gates are always locked as soon as the parents leave.
- ➤ Parents can collect their children at 3.20 pm. All staff know that they must only hand over the children to agreed people, and we ask that if there is any change to the routine that we are informed.
- ➤ We understand that older children may walk home, but we will only let a child go if we have written parental permission.
- ➤ We also ask that parents keep us fully informed of any changes to contact details as it is vital that we can contact someone at all times.
- ➤ The school car park is only used by staff and we ask that parents do not use it, due to health and safety reasons. We ask that parents do not walk through it either, but use the footpath instead.
- ➤ We maintain our safety standards during playtimes and lunchtimes.
- ➤ Children are taught to play safely and responsibly and recognise our school rules.
- ➤ Welfare staff are trained and lunchtimes are organised so that children can have free play as well as more structured activities with our "Playleaders".
- ➤ A number of staff are trained in first aid and we have adequate supplies throughout the school.
- ➤ We also have a defibrillator which can be used by trained staff.
- ➤ Staff are aware of when to call for an ambulance
- ➤ Keeping our pupils safe when they are online is also a key priority and staff ensure they are aware of potential dangers. The school uses Lancashire's filtering system. Parents are also offered internet safety training.

- ➤ Throughout the curriculum there are opportunities for staff to teach the children about a variety of dangers – e.g. canal and road safety, personal safety(Including how to deal with bullying) etc
- ➤ All our policies are available on request and most are on our 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

- ➤ The school will administer medication for long term use (eg asthma inhalers)
- ➤ We do administer antibiotics or other prescribed medication but only if the recommended dosage is 4 times per day and if the relevant paperwork has been filled in with the Headteacher. We ask that if parents wish to give their children medication they come to school to do so.
- ➤ Any medication that is administered is kept securely and the parents are asked to complete and sign a form (available from the office).
- ➤ We ask that parents do not send in any form of medication with the child. It must be given to a member of staff.
- ➤ Any child with a long term condition will require a care plan. This ensures that all staff are aware of how to deal with the child's needs. The school works with the family and any medical agencies involved when completing this.
- ➤ Staff are informed during staff meetings about any pupils with particular needs. If necessary all lunchtime staff are also informed as are supply staff. Some conditions may require visual reminders e.g. severe nut allergies.
- ➤ If a child has a very particular need (e.g. may require an EpiPen), staff are fully trained.
- ➤ All staff know what to do in an emergency and all phones have the school contact details on them. A number of staff are

trained in first aid and this qualification is retaken every 3 years.

- ➤ **The school has very good links with a range of health services. The school nurse is involved in checking the heights, weight and vision of our pupils in Year 6 and Reception class**
- ➤ **Other services visit the school as required e.g. Speech and language, Educational Psychologist, Occupational Therapist.**

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

- ➤ We have an excellent induction process for our new Reception families and even before the children start at the school parents know that we operate an “open door” policy and staff always try to be available to discuss any concerns
- ➤ Our website has a wealth of information on what we offer and how parents can contact staff.
- ➤ Parents are also very welcome to have a chat with the Headteacher (Mrs Berry) at any time (Ms Johnson is the SENDCo).
- ➤ Throughout the year we have a range of other ways of keeping parents updated on their child’s progress. These include: termly parents’ evenings, SEND Drop in meetings, SEND Coffee mornings and open evenings /afternoons.
- ➤ We also encourage as many people as possible to fill in our Lancashire Parental Questionnaire when it is sent out. Results are fed back to staff and Governors and we try to act on comments where possible.
- ➤ The school also ensures parents have opportunities to learn about the curriculum through termly class newsletters, subject meetings and workshops, and we encourage parental involvement in classes.

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

- ➤ We have an active School Council so our pupils can contribute their views. There is also a “suggestion box” for pupils to let the School Council know of any good ideas.
- ➤ We also do an annual pupil questionnaire which allows us to see if there are any areas which we need to improve on.
- ➤ We value parents views at all times and encourage them to come along to parent meetings, IEP reviews and curriculum workshops etc.
- ➤ Parents are invited to come into school to help (although we don't put parents in the same class as their child). We love to hear about any special talents parents have so that we could use them with our children (for example art and craft or music).
- ➤ We have an active PTFA and all parents are more than welcome to come along and help organise fundraising events or just support us through attending events such as our Christmas fair.
- ➤ We have 2 parent Governors and if a vacancy arises all parents have the opportunity to be elected.

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 will always try to help parents in any way we can. The class teacher or Headteacher can help with filling in forms etc or we can point you towards other agencies which offer support.

- ➤ If a pupil requires a Travel Plan this would be dealt with by the Headteacher.

Transition to Secondary School

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

What the school provides

- ➤ We try to ensure that the transition to secondary school is as smooth as possible.
- ➤ The school lets parents know when Open days and nights are planned.
- ➤ Some secondary schools offer opportunities for pupils to attend workshops or special events throughout the year and we will always try to take our children whenever possible.
- ➤ Our Year 6 teacher meets with the Head of Y7 in the Summer term so that any particular needs can be planned for.
- ➤ We also invite the secondary school's SENDCo to transition reviews for those children with EHCP plans.

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

- ➤ Over the year the school has a wide range of extracurricular clubs including: judo, football, running and netball. Most of these are free of charge but some are run by external providers and so are charged for.
- ➤ The clubs are open to all pupils in the designated age range and we try to ensure our KS1 children are catered for as well as our older ones. Children with additional needs are supported as required.
- ➤ We pride ourselves on our family atmosphere and so try to ensure all our children feel welcome and make good friends. At lunchtimes we have our "playleaders" who assist our welfare staff in providing activities for all.

- ➤Our older children love helping the younger ones and so children settle into school very well. Similarly, new pupils are warmly welcomed.
- ➤In class our PSHE curriculum includes opportunities for circle time where children can discuss issues and learn about the feelings of others.