



SEN and Disability

Local Offer: Primary Settings

Name of School: St Charles' RC. Rishton

School Number: 11047

School/Academy Name and Address	<i>St Charles RCP School, Knowles Street, Rishton</i>		Telephone Number	<i>01254 886110</i>
			Website Address	<i>http://www.st-charles.lancsngfl.ac.uk/</i>
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: <i>Meeting the needs of hearing impaired children.</i>	
		✓		
What age range of pupils does the school cater for?	<i>4 – 11</i>			
Name and contact details of your school's SENCO	<i>Mrs Vivien Baker – please contact at school</i>			

Name and contact details of the person responsible for maintaining details of the Local Offer for your school:

Name of Person/Job Title	<i>Mrs Vivien Baker</i>		
Contact telephone number	<i>01254 886110</i>	Email	<i>head@st-charles.lancs.sch.uk</i>

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://st-charles.lancs.sch.uk		
Name	<i>Vivien Baker</i>	Date	7.9.16

Accessibility and Inclusion

- a) How accessible is the school environment? Is the building fully wheelchair accessible? *Yes, there is a lift to the upper floor.*
- b) Do you have accessible parking spaces? *No, only street parking*
- c) Have there been improvements in the auditory and visual environment? *Yes, we have recently installed a loop system for hearing aid users*
- d) Are there accessible changing/toilet facilities? *Yes, there is a disabled toilet with adequate space for changing too.*
- e) How do you improve access to the setting? *We are able to open a gate to enable wheel chairs to access the school without needing to go up steps. We also have wide doors to access the school and a ramp to a downstairs classroom.*
- f) How accessible is your information? - including displays, policies and procedures etc. *We display information in other languages as far as possible.*
- g) 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? *We have used an interpreter where possible.*
- h) How is information made accessible to parents and families with additional needs? *We are ready to explain again as required.*
- i) 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? *We use all methods possible to ensure ease of access.*
- j) Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them? *We use chairs and tables of varying heights*
- k) Do you have specialised equipment (eg; ancillary aids or assistive technology?) *We have radio aids for our children who wear hearing aids*

Teaching and Learning

- a) What arrangements do you have to identify and assess children with SEN? *We have good links with preschool and nurseries locally and share information before children start at St Charles. Class teachers initially identify children based on their day to day assessments; we listen carefully to parental concerns and what we are told about the children; we differentiate the curriculum carefully for all children.*
- b) What additional support can be provided in the classroom? *We have a great number of highly experienced teaching assistants, over half are qualified at level 3 or beyond and over a quarter have completed a degree. They have considerable experience in helping children with a wide range of different difficulties and additional needs.*
- c) 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) *Where appropriate, we seek advice from outside agencies such as Occupational health, School Nurse,*

Paediatricians. Speech and Language therapists, Specialist teachers and Educational Psychologists. Within the classroom, worksheets and learning materials are modified as required. We use a visual timetable in all classes but make this more specific for children such as those on the Autistic Spectrum. We follow a motor skills programme to help children to become more adept.

- d) What SEN and disability and awareness training is available to all staff? *We seek specialist advice from external agencies as required, particularly visiting specialist teachers and use this to offer our own in house training such as in the use of social stories whereby parents can see how we help children to understand how to make the right choice.*
- e) What staff specialisms/expertise in SEN and disability do you have? *We have no specialist teachers but have staff with a great interest in supporting children with autistic tendencies and in identifying and helping children with dyslexia or dyspraxia.*
- f) What ongoing support and development is in place for staff supporting children and young people with SEN? *Support is planned into the school development plan but also other needs are responded to as they arise.*
- g) What arrangements are made for reasonable adjustments and support to the child during tests and SATs? *We offer consistent support throughout the children's learning but have successfully obtained extra time for children with a statement of special educational needs or a slow writing speed.*
- h) 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? *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.*

Reviewing and Evaluating Outcomes

- a) What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? *All annual and biannual reviews are held in school on time with all relevant professionals invited to attend and contribute. All statutory timelines are met.*
- b) What arrangements are in place for children with other SEN support needs? *Children have an IEP which is reviewed every half term. The IEP celebrates what the child can do and sets targets that are specific, measurable and achievable within the time allocated.*
- c) How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability? *We use RAISE online analysis and the Lancashire Schools' Information profile which shows that children with SEN achieve as well, compared to prior attainment, as those without SEN.*

Keeping Children Safe

- a) 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 risk assessments are updated by each class teacher, shared with all relevant staff and fire procedures to ensure safe evacuation are updated regularly.*
- b) What handover arrangements will be made at the start and end of the school day? *Children in Reception class and Years 1,2 and 3 are directly handed over to the parent or carer identified as collecting them on the information form. Children from Year 4 upwards may walk home from an after school activity with suitable parental consent. St Charles After School Club collects children directly from classrooms and Breakfast Club has an identified door to receive children in the morning.*
- c) Do you have parking areas for pick up and drop offs? *No, street parking only.*
- d) What arrangements will be made to supervise a child during breaks and lunchtimes? *We have at least two adults on playground duty during morning and afternoon breaks. At lunchtime, each class has a dedicated welfare assistant plus other staff available to supervise as required.*
- e) How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips) *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. Staff visiting school are briefed on any potential problems and ways to avoid any breaches in safety.*
- f) Where can parents find details of policies on anti-bullying? *We have a policy on the website and also available from the School Office on request.*

Health (including Emotional Health and Wellbeing)

- a) How do you manage safe keeping and administration of medication? *Medication is kept in the Head teacher's Office alongside details of all administration. Simple medication such as a reliever inhaler is kept with the class teacher or the child depending on the age and maturity.*
- b) How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan? *We hold an initial meeting with the family and relevant health professionals to determine the nature of the care plan. To assist new staff in identifying children with a care plan, the child's photo is displayed prominently in the staff room alongside details of the care plan. Health and Safety is a weekly standing item on staff meeting agendas.*
- c) What would the school do in the case of a medical emergency? *The school has an emergency response plan and most staff have an up to date qualification in first aid, including paediatric first aid where required. Named first aiders are displayed throughout the school and procedures for recording accidents are in place.*
- d) How do you ensure that staff are trained/qualified to deal with a child's particular needs? *We seek advice from school nurse and other health professionals such as the diabetic nurse as required.*
- e) Which health or therapy services can children access on school premises? *We do not have any health or therapy services.*

Communication with Parents

- a) How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person? *School is open from 8.45am for an informal drop in with teachers and other staff who are all in class from that time for liaison. We have staff photos on display in school.*
- b) 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)? *We have an Open Door policy for a quick question but request that parents make an appointment for more lengthy or serious matters. The Head or Deputy Head teacher will always do their best to see parents on the same day to discuss more serious problems.*
- c) How do you keep parents updated with their child/young person’s progress? *Written reports are sent home to parents three times a year and there are two Parents’ Evenings during the year where parents can look at their child’s books and have a discussion with the class teacher. Additionally, parents of children with an Individual Education Plan are invited in each half term to discuss progress. A monthly newsletter gives general information about events and parents are all welcome to come to the weekly Friday afternoon awards assembly where good news is shared.*
- d) Do you offer Open Days? *We have an Open Morning every year where parents can see their child learning amongst their peers and another information session. We hold class learning assemblies and an Open afternoon for prospective (and current) parents. We hold induction visits for all children starting Reception class towards the end of the summer term.*
- e) How can parents give feedback to the school? *We provide a suggestions box in the foyer by the school office and a Parents’ Club weekly in the morning where new members are warmly welcomed. Responses to reports can be written on the bottom of the slip and staff are available to listen to all comments from parents.*

Working Together

- a) What opportunities do you offer for children to have their say? e.g. school council *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 a teacher with a governor usually present. We have an annual Governors’ Question Time for the children to present questions to the Governors about the direction of the school.*
- b) What opportunities are there for parents to have their say about their child’s education? *As e) above, plus Parents’ evenings and regular parental questionnaires where we actively ask for parental opinion. The questionnaires are analysed and the findings shared with parents via the school newsletter.*
- c) What opportunities are there for parents to get involved in the life of the school or become school governors? *The PTFA meets half termly and organises a range of events including discos, games nights, a Christmas Fayre and a Summer Barbeque. PTFA and Governing Body members come to Parents’ evenings 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 three elected parent Governors.

- d) 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) *We work closely with the school nurse and family support workers where required.*
- e) How do home/school contracts/agreements support children with SEN and their families? *We use home school agreements to help families understand and remove the barriers to their child's learning.*

What help and support is available for the family?

- a) Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? *Advice is available from Office Staff, HT, Class teachers or a Specialist Teaching Assistant – this is offered to parents who may not benefit from this if they don't ask.*
- b) What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this? *The Common Assessment Form process is used for the identification of unmet needs, completed by the family, HT and one other member of staff. On a more informal basis, there is a member of staff out on each yard on Smile Duty every morning from 8.45am with the HT or DHT also on the larger yard every morning.*
- c) How does the school help parents with travel plans to get their child to and from school? *This hasn't been required yet, but if it did, we would think of a way to help.*

Transition to Secondary School

What support does the school offer around transition? (e.g. visits to the secondary school, buddying) *There is a detailed transition programme in place to support children transferring to our partner high School – St Augustine’s, Billington. 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. A summer school is arranged by the high School for children who would benefit from specific support. Some children who do not transfer to our partner High School are accompanied by a known member of St Charles staff for the first few days if they require reassurance.*

Extra Curricular Activities

- a) Do you offer school holiday and/or before and after school childcare? If yes, please give details. *We have a Breakfast club from 8.00 to 8.45 each morning and an After School Club from 3.30pm to 5.30pm every afternoon. We are now able to offer school holiday child care.*
- b) What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? *We have an impressive number and range of lunchtime and after school activities all of which are free and are varied according to the season. Lunchtime – hockey, table tennis, football, netball, Dodgeball, athletics, running club, Recorder club, Violin and Cello club, Brass band, homework club, speed stacking, games club, drawing club, story club, chess club and homework club. After school weekly – Choir on Mondays 3.30 – 4.30 and School Band on Wednesdays 3.30 – 5.00. Other clubs every night including cricket, golf, Streetdance, badminton, cross country, football and netball.*
- c) How do you make sure clubs and activities are inclusive? *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. We operate a waiting list if a club is oversubscribed to ensure equality of opportunity.*
- d) How do you help children to make friends? *We are a school family; we work as a team and look after everyone in it.*