



SEN and Disability

**Local Offer: Accrington St Mary
Magdalen's CE Primary School.**

School Number 11011

School Information:

School Name & Address:

St. Mary
Magdalen's CE
Primary School,
Devonshire
Street,
Accrington,
Lancashire.
BB5 1DW

01254 232329

Website Address: www.stmarymagdalens.lancs.sch.uk

Does the school specialise in meeting the needs of children with a particular type of SEN? No

What age range of pupils does the school cater for? 4-11

Contacts:

Name and contact details of your school's SENCO: Mrs Emma Brown

Telephone Number and email: 01254 232329

emma.brown@st-marymagdalens.lancs.sch.uk

Name and contact details of Headteacher: Mrs Karen Hardman

Telephone Number and email: 01254 232329

head@st-marymagdalens.lancs.sch.uk

I confirm that our Local Offer has now been published on the school/academy website.
www.stmarymagdalens.lancs.sch.uk

St Mary Magdalen's CE Primary School

Date: 09/07/2020

Link to Lancashire Local Offer: www.lancashire.gov.uk/SEND

Accessibility and Inclusion

What the school provides

We follow guidance from the Code of Practice 2014, which states that we must remove any barriers to learning. We aim to do this in the following ways:

- There is a disabled toilet within school.
- There are internal steps leading down to the dining room and some KS2 classrooms, but access can be gained by walking around the building and entering through the year 4 classroom should the needs arise.
- There is ramp access into school via the playground.
- Information about school governors, staff, class pages, contacts and newsletters are available on the website.
- When necessary information will be translated to other languages.
- Resources for children are labelled with pictures and words where appropriate. Resources are displayed at children's height.
- Classes frequently make use of timetables so that children/families are aware of what is happening each day/week. Other symbols and forms of communication are used as appropriate.
- We have no specialised equipment as none is required currently.

Teaching and Learning

What the school provides

We aim to provide high quality provision to meet the needs of children with SEN in the following ways:

- Early identification is vital and outside agencies can help advise on the provision of intervention strategies.
- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and SENCO assess and monitor the children's progress in line with existing school practices.
- Teacher observation note keeping and gathering of evidence from a variety of sources are all essential in fully assessing a pupil.

Some or all the following are also considered;

- Transitional information from schools and nurseries, which will include family history and any medical needs.
- School based assessments, tracking, standardised tests and learning styles.
- Additional support: Provision mapping is planned each half term and TA's and Teachers are deployed accordingly depending on the needs of the children.
- Intervention groups are decided upon after half termly target meetings, it may be necessary to give children a short-term intervention to boost a specific area that they are struggling with. These children are not placed on the SEN register, but are identified on the school's provision map/additional needs register.

- When required we access specialist support, they work with the SENCO, class teacher and TA's to set appropriate targets, provide strategies and encourage independence.

- The SENCO provides training every term for all staff. The training is planned to ensure current needs are met.
- Our SENCO is available throughout the week. Teachers, parents and children alike can book time with the SENCO mentor and this may be a one-off visit or a regular slot. Our SENCO is situated in 'The Learning Loft', which is an intervention area which is intended to be calm, peaceful and inviting.
- When sitting examinations children with SEN can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting within a small group to aid concentration.
- Children can be screened for dyslexia and dyscalculia within school and outside agencies are contacted for other assessments if required.
- Staff have received first aid and EpiPen training.

Reviewing and Evaluating Outcomes

What the school provides

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term and a National Curriculum level is given in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels.'
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally. We will assess what additional support children with SEN need in order to complete SATs
- Children on the SEN Register will have a Learning Support Plan which will be reviewed with your involvement every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Parents and LSA's complete their feedback sheet prior to the meeting and this are circulated at the meeting for consideration. We use the Lancashire forms on the portal.
- The child (on EHC Plan) produces, with their LSA, a selection of all the things they have been doing throughout the year and the child may come along to the meeting to share their favourites.

Keeping Children Safe

What the school provides

Risk assessments are done in line with the LEA and school policy i.e. school trips, behaviour risk assessments. The school adapts the LEA's risk assessments for everyday risks.

The Head Teacher has overall responsibility for ensuring risk assessments are carried out when necessary.

- If a handover is required the class teacher or TA will wait with the child and ensure they are handed over to the appropriate parent/carer.
- The school Lunch time staff cover the lunch time break and a mixture of teachers and Teaching Assistants cover the other break times. Therefore, all breaks are covered by staff that know each individual child very well and are alert to any supervision requirements.
- Support is available in every class.
 - Home/School Diaries are frequently used to communicate.
- During school trips a Teaching Assistant accompanies the child (with an EHCP) on a one to one basis, with no responsibility for other children. The risk assessment for the trip contains this information.

All appropriate policies relating to safeguarding and anti-bullying are on the school website or are available from the school office upon request.

Health (including Emotional Health and Wellbeing)

What the school provides

All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer it to their child, a copy is kept in the school office.

- Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records.
- Photographs of children with allergies, asthma or other conditions are displayed in the staff room on the medical board to ensure that all staff are aware of all conditions.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.
- EpiPen training has been provided by an NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- Bump to the head letters are sent home with a slip that parents must sign and return. The letters state when the bump occurred and signs and symptoms to look out for.
- In the case of a medical emergency more than one first aider will be called along with the Head Teacher and a decision will be made as to whether and ambulance will be called.

Communication with Parents

What the school provides

The school website has a list of all staff and their roles within school. Initial contact is with the class teacher for any concerns.

- The school website has a list of all governors and parents can contact the governors phone call to the school office and this will be passed on to the relevant governor.
- The school operates an open-door policy and many staff are available to chat with parents at the end of the day. If a more formal meeting is required, this is booked in advance at a mutually convenient time.
- We hold at least two open days throughout the year, but prospective families can have a tour of the school at any time by phoning the school and arranging a date and time with a member of SLT.
- One formal parents evening is held in the Spring term, however for pupils with SEND a termly meeting is arranged to discuss targets and next steps.
- Termly reports include a section enabling parents to give feedback about their child's progress and any out of school achievements.

Working Together

What the school provides

School has an active pupil council Team who meet monthly to discuss issues and ideas raised by the children.

- We have an active PTFA (SAMMs) committee which encourages parental involvement.
- The Governing Body act through the SENCO and Head Teacher on the agencies that are involved in school.
- Elections to the Governing Body are held in the event a vacancy arises.
- Parents are involved in all areas of their child's education by informing them regularly throughout the year about their progress and wellbeing.
- Decisions about EHCPs, interventions or any additional support will be discussed with parents/carers and the child themselves, considering their views and wishes.

What help and support is available for the family?

What the school provides

The Class Teacher, SENCO or Head Teacher can offer help with forms if this is required.

- The school holds a yearly E-Safety day and all year groups have regular lessons throughout the year through the Lancashire units of work.

- E-Safety tips are passed on to parents which informs them how to keep their child safe online at home.
- If a pupil required a travel plan to get their child to and from school this would be dealt with by the Class Teacher, SENDO and the Head Teacher.
- Parents can access information that they need by either speaking to the school bursar, looking on the noticeboard, which is located at outside school and through the school website.

Transition to Secondary School

What the school provides

- Visits are held during the summer term enabling children to visit their chosen school and meet some staff members.
- Secondary transition for children with SEND will be tailored to each individual's needs, but it is likely to include several visits with their current LSA or Class Teacher, liaison between the primary and secondary SENDO and for statemented children (EHCP) a representative from the secondary school at their transitional review.
- Any children with an EHC plan will have a review of their plan and amended if required, on or before 15th February in the calendar year of the transfer.

Extra-Curricular Activities

What the school provides:

St Mary Magdalen's Breakfast Club - 8.00am to 8.55am £1.00 per session
St Mary Magdalen's ASC - 3.15pm to 5.45pm £7.00 per session including a healthy snack. ASC also offer first hour for £4.00.

There are a range of other activities within the school day and after school – sport, music, gardening, art & craft. The only limitations we place on participation in clubs are either age or due to safety of numbers and supervision. We are not aware of any child who has not been able to participate due to an inclusion issue.

Some of these clubs are specifically for KS1 and others specifically for KS2. This ensures that the clubs can be tailored to the needs and abilities of the children.

- **Some clubs require a cost for materials or for a specialist teacher/coach. The costing varies but is always optional.**
- **All clubs are open to any ability and will be provided with differentiated activities or receive additional support for them to participate.**

We have a range of activities which take place which assist children in making friends; amongst these are organised lively activities at lunchtimes as well as seeds and gardeners and our buddy system which are open to all.

Feedback

What is the feedback mechanism?

Termly reports include a section enabling parents to give feedback about their child's progress and any out of school achievements.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Parents and LSA's complete their feedback sheet prior to the meeting and this are circulated at the meeting for consideration. We use the Lancashire forms on the portal.

Feedback can also be given at parent meetings, parental questionnaires and Ofsted links through the school website.