



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special  
Schools and Academies

Name of School: **St Mary's R.C. Primary**

School Number: **12031**

<b>School/Academy Name and Address</b>	<b>St Mary's R.C. Primary, Holcombe Drive, Burnley, Lancashire, BB10 4BH</b>		<b>Telephone Number</b>	<b>01282427546</b>
			<b>Website Address</b>	<b>www.st-marys-burnley.lancs.sch.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>X</b>			
<b>What age range of pupils does the school cater for?</b>	<b>4-11</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs Amanda Barrett 01282427546</b>			

<b>Name of Person/Job Title</b>	<b>Mrs Amanda Barrett (SENDCo)</b>		
<b>Contact telephone number</b>	<b>01282 427546</b>	<b>Email</b>	<b>a.barrett@st-marys-burnley.lancs.sch.uk</b>

## Accessibility and Inclusion

### What the school provides

St. Mary's RC Primary School is a larger than average sized primary school with approximately 210 pupils on role. It is on one site with Reception and Year 1 in one building and Years 2 to 6 in the main building.

The school is physically accessible with wide doors into school at all main entrances. There are portable ramps to aid access to the building. We have accessible parking spaces. There is an accessible toilet in the building with handrails.

Some of our Teaching Assistants have worked closely with specialist teachers to provide support to pupils with Downs Syndrome and children on the Autistic Spectrum.

We regularly look to improve access to the building through audits each year and in response to any new needs that children may have.

We communicate with parents regularly via the school office, web-site, local press, newsletters, text messages and Information boards near the school playgrounds.

If we know of any difficulties that parents may have with access then we seek appropriate advice to meet their needs.

All staff have had training on a range of learning needs, including Dyslexia, Autistic Spectrum Disorder and Speech and Language Difficulties. Staff are also aware of Dyslexia Friendly Approaches.

Visual support, including symbols, pictures, photos are used as needed across school to support children in class with their learning. Some staff have received specific training on basic Makaton. Where specialist equipment is required we work closely with the relevant professionals/agencies.

## **Teaching and Learning**

### **What the school provides**

We have a team of support staff who work with the SENDCo to support the teacher, child and parents. At present, each class has at least one identified teaching assistant. They work with the class teacher to ensure that the support in class meets the identified children's needs. In addition they work with identified children either one to one or in a group to support the Individual Provision Plans or identified need over an agreed period of time.

We also provide pastoral support to children and parents in breaking down barriers to learning, and to support a range of issues including attendance, behaviour at home and supporting families with other issues that can affect children in school.

At St Mary's we:

- identify and assess children with SEND/AN as early as possible
- work closely with parents, sharing any concerns seeking their views and working together to support their children.
- work closely as a team, with the SENDCo, support staff and specialists working closely with the teacher and parents to identify, assess and plan appropriate intervention.
- use Individual Provision Plans to set appropriate targets to meet the individual needs of each child.
- provide appropriate differentiation within lessons and use a variety of teaching styles and strategies to enable all children to access the curriculum
- track, monitor and record the progress made by children with SEND at least each term to check that their needs are being met and that they are making progress
- audit and deploy resources, including staff, to maximise the impact on the children's learning
- work in partnership with all outside agencies to support the children's individual needs

- provide on-going training for all staff in order to develop staff knowledge, understanding and confidence in meeting the needs of individual children.
- encourage the children with SEND/AN to take a greater responsibility for their learning and behaviour including developing each child's independent working skills
- value, encourage, inform and involve parents at all stages and strive to develop positive relationships with them
- work strategically to provide a smooth transition from: class to class; EYFS to Key Stage 1; Key Stage 1 to Key Stage 2 and from the Key Stage 2 to Key Stage 3. We have developed good links with local high schools and particularly to Blessed Trinity which most of our children transfer to. When necessary, we make arrangements to provide additional transition support for particular individuals.

We have good links with a range of specialists, including Speech and Language Therapy, Specialist Teachers, Physiotherapy, School Nurse, Educational Psychologist.

At the end of each half term the Head teacher, Deputy Head teacher and class teachers have a Pupil Progress meeting, when we discuss each child in class, their progress and any specific needs they have. Intervention is then put in place to meet these needs.

Individual Provision Plans are updated at least termly but as they are a working document they are constantly being revised as the children make progress. Targets are adjusted or changed as the children's needs alter.

Our SENDCo completes access arrangements to provide children with support for their SATs (e.g. additional time) where required.

## Reviewing and Evaluating Outcomes

### What the school provides

Reviews take place in the summer term to link with transition, with the child's next teacher attending. If the child is transferring to another school then the relevant person from there attends. We will hold interim reviews if there is an identified need or if parents feel that one is needed.

The child is central to the review process, producing a book with their thoughts/ideas. They are supported in making the book with the teaching assistant that knows them best. They are encouraged to personalise it by putting in photos, pieces of work etc. that reflect their progress and achievements over the year. Where appropriate, the child is also given the annual review questions to answer within it. They then attend the meeting, at an agreed time, to share their thoughts.

Pupils with other SEND support have an Individual Provision Plan that is updated at least termly. The child, teacher and teaching assistant evaluate and assess progress made towards the last targets and then put together new ones. Parents are involved at different levels, with all knowing what their child's targets are and contributing their ideas.

The progress of pupils with SEND is evaluated in a number of ways including:

- Success at meeting the targets on the IPP
- Progress tracked termly at Pupil Progress meetings
- Feedback from the children and their parents
- Monitoring of the provision map, with feedback from the support staff

## **Keeping Children Safe**

### **What the school provides**

The Head teacher is responsible for overseeing risk assessments. The EVC is responsible for co-ordinating risk assessments for visits, supporting teachers in writing risk assessments and checking them.

At 8.40 am the Head Teacher opens the gate and stands at the gate until the bell rings at 8.55am. Teaching Assistants are present on the doors through which children enter the building to speak to parents if they need to. At 8:55am the Head Teacher locks the gate. At the end of the day the teacher/teaching assistant hands the children over at the allocated cloakroom or classroom door.

We have put a range of procedures in place for specific children who need greater support e.g. meeting parents at the main entrance or arriving, leaving the building a few minutes before or after the majority of children. We also provide a Nurture group from 8:00am for certain individuals/small groups of pupils.

There is a timetable for playtimes with allocated staff being on duty. At lunchtime welfare staff support children whilst they have their lunches and on the playground. During playtimes and lunchtime there is a first aid area in the building where children can go if they are hurt.

Parents can request a copy of the Anti-Bullying Policy from the school office.

## **Health (including Emotional Health and Wellbeing)**

### **What the school provides**

The Administration of Medication Policy highlights how medication is stored and administered in school.

Care Plans are written with the child (if appropriate) and parents. It is agreed with the class teacher/teaching assistant and other relevant people. All involved sign the Care Plan. The Headteacher shares Care Plans with the School Nurse. When medication is given the child's medication form is signed and countersigned with the date and time (if relevant).

In an emergency agreed procedures are followed that are on the wall in the main office.

There are lists of trained first aiders around school. The majority of staff have received Basic First Aid Training/Paediatric First Aid Training. The SENDCo and Headteacher have regular liaison with the school nurse.

## **Communication with Parents**

### **What the school provides**

The school website has a list of all staff employed in school and their roles. We have an Open Door policy and hold two Open Evenings each year for parents to discuss their child's progress.

We hold Induction evenings for our Reception parents and follow this up with a number of visits to the school during the Summer term.

Across school we hold a range of events over the course of the year where parents are invited to come into school.

In Key Stage 1 and Early Years we have opportunities for parents to learn about supporting their children with phonics, reading and maths.

Each year we ask parents for their views on a Parent Questionnaire and encourage parents to share their thoughts throughout the year.

## **Working Together**

### **What the school provides**

We have a number of ways in which pupils can have their say, e.g. through our Young Citizen's Group and SEND reviews. Subject leaders talk to pupils through pupil interviews/book scrutinies. Parents are always encouraged to take an active role in the education of their child and are welcome into school throughout the year.

## **What help and support is available for the family?**

### **What the school provides**

Teachers, office staff, pastoral team and the SENDCo/Leadership Team help families with paperwork and forms.

We also have links with a range of other services that will support our Parents, including: Children and Family Wellbeing Service; School Nurse; Lancashire Fire and Rescue Service; Community Police, ELCAS.

Both the office staff and pastoral team can help parents with getting their children to and from school in the short term, under the guidance of the Head teacher or Deputy Head teacher/SENDCo.

For longer term transport needs the Head teacher and Deputy Head teacher/SENDCo can look into other types of support.

## Transition to Secondary School

### What the school provides

Most of our pupils go to Blessed Trinity, with a small number attending other local high schools. We work closely with staff from the different high schools to ensure a smooth transition for all pupils.

We also organise additional transition meetings for our more vulnerable children, with parents being invited to meet with the SENDCo/Inclusion Officer from high school and staff from St. Mary's to share knowledge and concerns about the child. A plan is then put in place to support the child.

## Extra Curricular Activities

### What the school provides

We offer before and after school provision on our site. This opens at 7:30am until the start of school. The after school provision starts at the end of the school day until 5:45pm.

We have a wide range of after school clubs including: Boys and Girls football; Cross Country; Athletics; Dodgeball; Multi-skills; High 5, cricket and rugby. We keep a list of all children who attend our clubs and provide additional support if a child needs it so that they can attend the club.

At lunchtime we have staff on duty supporting the children in their play with games including skipping, parachute and a range of toys.

Within school we try to make learning real and as part of this organise relevant visits and visitors to support the children's learning e.g. Healthy School visitors; Mad Science; Local historians; local artist; musicians; visits to Towneley; Global Renewables; work with the Community Police and events at the local high schools.

Through 'Seeds and Gardeners', our Reception children have a friend in Year 6 and over the year they work together so that they grow in confidence.

As a Catholic school, we take every opportunity to re-enforce the Gospel values, and in particular, our Mission Statement: To Learn and Grow together in Christ so that our children feel valued and understand that they are part of God's loving family; fulfil their potential and become the person God wants them to be; lead each other to Christ.

Through the Life to the Full PSHE curriculum each class has a weekly lesson focussing on developing their knowledge of social skills, emotional awareness and life skills. We have a Young Citizen's Group who provide additional support in these key skills to help children to develop spiritually, socially and emotionally.