



SEN and Disability
Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St. Michael & St. John's RC Primary School

School Number: 11059



St. Michael & St. John's RC Primary School
SEND Local Offer

“Following the example of Jesus, together we learn, love and respect one another to be the best we can be.”

School/Academy Name and Address	St. Michael & St. John's RC Primary School Lowergate, Clitheroe, Lancashire BB7 1AG		Telephone Number	01200 422560
			Website Address	www.ssmj.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:	
	No			
What age range of pupils does the school cater for?	4 -11			
Name and contact details of your school's SENCO	Mrs. Claire Ashton		01200 422560	

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. Z Mabbott		
Contact telephone number	01200 422560	Email	head@ssmj.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	www.ssmj.lancs.sch.uk		
Name	St. Michael & St. John's RC Primary	Date	11/09/18

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

St. Michael and St. John's is a Roman Catholic Primary School provided by the Diocese of Salford and is maintained by Local Authority (LA) as a Voluntary Aided School.

We are located in the heart of Clitheroe and serve the families of the town and surrounding villages. Priority for admission to the school is given to Roman Catholic children as the school is part of the Salford Diocese Network of Catholic Schools.

The School is organised into seven teaching groups from Reception through to Year 6. There are approximately 177 children in the school with an average class size of 30 pupils.

The class-teachers are supported by teaching assistants with further support provided for those children who may have an additional learning need.

The school was built in 1897 and is split level on two floors. In the last two years the school has been made fully wheelchair accessible.

To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary.

There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise.

Information is available on the school website and in regular newsletters.

New chairs have been purchased recently for all the classrooms and are of a suitable height appropriate to the age group of children being taught in that classroom.

The school uses ICT programmes for pupils with SEN in addition to headphones; computers and interactive whiteboards are installed in every classroom.

The school website contains most of the information you will need concerning the school. However, it is still possible to download the school prospectus which provides the information at a glance.

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

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 enlists their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents, teachers and teaching assistants to plan an appropriate programme of intervention and support. All classes have some level of teaching assistant support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Additional intervention sessions which are specific, timed and measured are part of the school's provision for identified children.

In the case of children with HI, VI or medical needs specialist support, equipment and training can be provided through other agencies.

Staff have received up to date Safeguarding and Child Protection Training, first Aid training, Epipen and Epilepsy training.

The school works with and enlists the support of other professionals including the school nurse e.g. for medical training or care plans and the educational psychologist for assessments of individual children as required.

When sitting examinations children with SEN can be supported 1 to 1 (Statement), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a pupil is receiving, the duration and which teacher /TA is providing that support. We have updated our school tracking system. We track the progress of all individuals and different groups of children and analyse data as part of our monitoring of pupils receiving the Pupil Premium as well as pupils with SEN.

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

Parents contribute and take part in Annual Reviews and care plans and receive copies of all relevant paperwork concerning their child. IEPs are produced termly depending on the circumstance and pupil and the school operates an Open Door policy with regards to any concerns a parent may have. IEPs are shared with the children and staff and are regularly updated and amended as necessary.

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also. This includes through data analysis, observations of learning, work scrutiny, discussions with pupils and pupil and parent feedback.

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)

What the school provides

The Head Teacher and other members of SLT carry out Risk Assessments where necessary.

If required a handover is carried out by the SSA, a T/A or class teacher to the appropriate parent/carer. There are parking areas by the school for pick up and drop off points.

Teaching staff and teaching assistants supervise morning and afternoon breaks.
Lunch breaks are supervised by welfare staff; they supervise children in the play areas.

Support is available in every class but some classes have additional adult support if required.

All educational visits are risk assessed using 'Evolve'. Visits are reported to governors and permission is requested for those visits which require this.

Where a child has a specific medical need, parents are invited to attend trips and visits if necessary.

Staff collect children from the playground and escort them outside for 'hand over' to parents at home time.

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

All prescribed 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 to their child.

The school nurse, SENCo or class teacher and parent will formulate the care plan. Care plans are passed on to the relevant Class Teacher(s), copies are kept by the HT and the master copy is kept in SEN records.

All staff are made aware of children with specific medical or physical needs through meetings and documentation.

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.

In addition, Epipen and Epilepsy training has been provided by the School Nurse to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

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

The School operates an Open Door policy and has 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for parents to record their views and suggestions.

Parents can and do speak with staff informally at the end of the school day. Appointments are made as necessary.

The school website contains most of the information you will need concerning the school. It contains details of all staff currently employed by the school. However, it is still possible to download the school Prospectus which provides further information at a glance.

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

There is an active School Council , School Eco- Council, Pupil Chaplains, Sports Council, Anti

Bullying Ambassadors and playleaders for pupils to contribute their own views.

Parents can have their say about their child in Parent Evenings, Annual questionnaires, PTFA volunteers, Annual Reviews; POP reviews (if they express a wish to do so).

Elections to the Governing Body are held in the event a vacancy arises.

A number of parents' volunteer in school.

The school works with a range of agencies as required including the School health team, counselling support services and children's centres.

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

There is a news notice board which contains additional information of upcoming events or general useful information at the entrance to school. Notice board at school yard.

Weekly newsletters are sent home, displayed and put on the school website.

School uses a parent e mail and texting service to provide further information on a day to day basis.

The school has held E-Safety Workshops for parents and pupils to attend.

Parents can access information via the school website or can request further information via the bursar or HT.

If a pupil required a Travel plan to get their child to and from school this would be dealt with by the class teacher, SENCO and Head Teacher if required.

Transition to Secondary School

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

What the school provides

Each Year pupils visit their forthcoming Secondary School for taster sessions to help ease the transition from Year 6 to Year 7. The majority of our pupils attend our partner high school - St. Augustine's RC High School, Billington. Year 7 tutors also visit the children in school.

The school nurse liaises with the nurse at the high schools as necessary.

As well as visits and quizzes, we hold a leavers mass at our church which is attended by the head teacher or representative from St. Augustine's.

St. Augustine's hold a mass for the new intake pupils to attend with their family at the end of the summer term.

Year 11 buddies support some of the year 7 pupils as they move to high school.

The year 6 teacher provides feeder schools with information such as friendship groups.

As an SEN pupil moves onto secondary the school liaises with the secondary school to pass on all relevant information, to ease the transition as much as possible. The school can facilitate extra visits and meetings for parents to attend if required.

Regular primary secondary liaison meetings take place between SSMJ, St Augustine's and the feeder Primary Schools.

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

Sunflowers operates a daily Breakfast Club and After School club available to all pupils. This is a private organisation run on the school premises.

There are opportunities for pupils to take part in a weekly Music lessons through the music service – woodwind, brass and strings.

In addition, pupils can take part in various clubs, such as Gardening Club, Comic Club, Knitting Club, Dance Club, Martial Arts Club and Gymnastics Club.

The Clubs are available to all the pupils in the designated age range assigned to that activity (e.g.

Knitting club is available to Key Stage 2 pupils but not Key Stage 1).

Children entering Reception are assigned a 'Buddy' from Year 4. Junior children help Reception children settle in to normal School routines.

We are a school family; we work as a team and look after everyone in it.



