



## **SEN and Disability**

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

Name of School: **St. James the Less RC  
Primary School**

School Number: **14016**

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

|   |  |            |                                     |                                       |
|---|--|------------|-------------------------------------|---------------------------------------|
| <b>School/Academy Name and Address</b>  | <b>St. James the Less RC Primary</b>             |            | <b>Telephone Number</b>             | <b>01706 216190</b>                   |
|   | <b>Unity Way, Rawtenstall Rossendale BB4-8SU</b> |            | <b>Website Address</b>              | <b>www.stjamesthelessschool.co.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>NO</b>  |            |                                     |                                       |
| <b>What age range of pupils does the</b>  | <b>4-11 year olds.</b>                           |            |                                     |                                       |

|  |  |
|--|--|
| <b>school cater for?</b>                               |  |
| <b>Name and contact details of your school's SENCO</b> | <b>Miss. Emma Dickinson<br/>St. James the Less RC Primary School</b> |

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.

|                                 |                                       |              |                                       |
|---------------------------------|---------------------------------------|--------------|---------------------------------------|
| <b>Name of Person/Job Title</b> | <b>Mr. Gary Hall<br/>Head Teacher</b> |              |                                       |
| <b>Contact telephone number</b> | <b>01706<br/>216190</b>               | <b>Email</b> | <b>head@st-jamesless.lancs.sch.uk</b> |

## 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.

|   |   |             |                   |
|---|---|-------------|-------------------|
| <b>Please give the URL for the direct link to your school's Local Offer</b> | <b><a href="http://www.stjamesthelessschool.co.uk">www.stjamesthelessschool.co.uk</a></b> |             |                   |
| <b>Name</b>   | <b>Gary Hall</b>  | <b>Date</b> | <b>16/11/2020</b> |

**Please return the completed form by email to:**  
IDSS.SENDReforms@lancashire.gov

## **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**

**Our school was built in 1996, it is built on one level with a ramp into the KS 2 department. There is a disabled toilet which is available for parents and carers as well as for the use of pupils. There is limited parking on site, but there is designated places for disabled drivers.**

**The furniture within the classrooms is all size and age appropriate and specialist equipment is bought as and when it is needed. We have available to use a variety of resources for assisting children with their work, for example, writing slopes, pencil grips and laptops are provided. All classes have access to laptops, Ipads and interactive whiteboards, with some programmes specially used for pupils with SEN. Within classes we use visual timetables.**

**We are a parent and carer friendly school and have an open door policy. All the policies and procedures are available on the school website along with a staff list. All of our newsletters are available on the website and are sent out to parents on coloured paper as are all letters to parents and carers as we are a school that constantly considers the requirements of children and adults with dyslexic tendencies.**

## 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**

**St. James the Less has links with the feeder nurseries and pre-schools and visit the children entering school during the summer term. All children are discussed and special arrangements made if necessary. We believe in early intervention and identification of SEN, through the use of our experienced teaching staff, teaching assistants and SENCO. We look to use the support offered from outside agencies in order to facilitate every child's progress to the best of our abilities. We have links with Speech and Language therapists and occupational therapists who assist us in delivering a programme that meets the needs of individual pupils.**

**We have an induction programme for Reception class aged children where they are visited by staff in the summer term in their nurseries and they visit the school. Any special needs which are identified prior to starting school are planned and prepared for.**

**Teaching assistants are used effectively in every classroom and are deployed according to their skills. All teaching assistant have had safeguarding training, phonics training, guided reading. There is one full time HLTA and 2 part time HLTA's.**

**The class teacher and SENCO monitor the progress of the pupils with SEN in line with the schools existing policies for assessment. The SEN provision map records the type of intervention a pupil is receiving and progress within the interventions is monitored at least on a termly basis.**

**When sitting examinations children with SEN can be supported 1-1, have additional time granted, sit in a smaller group and have readers when allowable so as to achieve the most they are capable of.**

**All staff have received first aid training and some have epipen training.**

**An extra support teacher is also employed at various times throughout the year to support KS2 pupils.**

## 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**

**Reviews take place for those children with a Statement of Special Educational Need or EHCP on a 6 monthly basis if they are under the age of 5 and annually if they are over. Parents and carers are asked to participate fully in the reviews and their contributions are greatly valued. Pupils all participate, but at varying levels depending on their age and ability to be fully involved.**

**Individual Education Plans (IEP) are reviewed as a minimum on a termly basis and parents and children are asked to be involved with the formation of these. A copy of IEP's are sent home on a termly basis.**

**All children throughout the school are tracked on a half termly basis to monitor their progress. The pupils with SEN are monitored separately across the school and are anonymously reported upon to governors. The pupil's targets and the provision provided is amended as necessary.**

**The school operates an open door policy with regards to any concerns a parent or carer may have. Any parent may make an appointment at any time to discuss their child(ren).**

## 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**

In order to enter the school a security number must be used and all visitors must sign in and wear a visitor badge. All procedures are in place according to safeguarding policy and training.

Playtimes are supervised by 2 members of staff wearing luminous jackets. Lunchtime staff also wear these jackets to be easily located by the pupils. If a SEN pupil requires additional support during lunch and break times, this is organised through TA rotas. There are 2 safeguarding discussions held every week with all teaching and supervisory staff to ensure stringent monitoring for any potentially vulnerable pupils.

All children in EYFS, KS1 and KS2 are handed over to and from parents and carers at the beginning and end of the day. If required an individual handover can be carried out by the TA or class teacher to the appropriate carer/parent.

Children in Reception class enter through their own door straight into class and safety provision will be made on an individual basis, as with children from all other year groups as necessary. There are designated areas for picking up and dropping off children from all classes and they use different entrances and exits. If arrangements for picking children up change we require a letter or a direct phone call to the office.

We promote anti bullying through the engagement of children in anti-bullying week, but this also permeates our school ethos. The policy can be found on our school website. We have a buddy system where the pupils in the current Year 5 class write letters and try to meet their buddies who are starting school in September. This relationship continues throughout the year where the children undertake activities and spend time together.

Risk assessments are undertaken where necessary and adult to child ratios are always checked. Additional adults are used when necessary on school trips.

### **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**

If a pupil requires medication throughout the day on a daily basis a TA is designated to the role and the medication has to be signed, dated and quantity given noted in the medicine book. If the medicine is a course of medication for



a short period the office staff ensure that it is prescribed and recorded in the same manner.

All class registers have a list with the children who have a medical need to ensure that all staff, including supply teachers are aware of the specific children.

All staff have first aid training and epipen training. If the need arises to deal with a medical emergency, first aiders are contacted, parents and carers are contacted and medical specialists where necessary.

Care plans are drawn up on a need basis and they involve health professionals, parents and carers, pupils and staff as required. They are made available to the staff who are directly involved with the pupil and are kept on file.

The school nurse is available to liaise with parents and carers if they have any concerns regarding their child. Speech and language therapists visit school on a regular basis. Occupational therapists, councillors and educational psychologists can be made available when appropriate.

## **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**

Parents and carers can access information about our school through the school website and brochure. We communicate with our parents in a weekly bulletin letter. We also use Text 2 Parents to send reminders or requests. A school calendar is produced which has all the important dates on throughout the year. If parents need to be contacted on an individual basis we would speak on the phone or via email requesting a meeting or discussion. Staff are available to speak to parents at the end of the school day or they can make an appointment if it is felt a longer time may be needed.

We have a new intake parents meeting in the summer term when new parents can come and look around the school and meet the staff. Parents and carers of pupils with SEN meet with teachers on a termly basis to discuss and formulate the pupils IEP. Teachers send home a report for every child in the summer term. Parents are invited to attend a parents meeting in the autumn term and one in the spring term.

**All parents and carers are invited into class assemblies, awards assemblies and the parents and carers of the reception class pupils are invited to stay and play on a termly basis.**

### **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**

**At St. James the Less we have a very active school council who are regularly involved in a variety of school projects including, updating our behaviour policy, raising money for a wide range of charities, organising events at school and visiting the council chambers in Rawtenstall the House of Commons. We encourage all the children to be eco-friendly and have roles for green police on a termly basis and we have Year 6 buddies.**

**Reception class invite parents into a stay and play morning at least once per term and parents are welcome to come and celebrate at the achievement assemblies and class assemblies. Parents are welcome to contribute with information about their child during parents evening or by appointments with class teachers.**

**We have regular Priest, Parent, Teacher Association (PPTA) meetings and events that all parents and staff are welcome to attend and take part. Parents are welcomed into school as volunteers to help with classes.**

**Elections to the Governing body are always advertised throughout school when a parent governor vacancy arises. The SENCO meets regularly with the SEN governor.**

**We work with a variety of outside agencies as and when appropriate to the needs of the children. These can include school nurse and other health professionals, Speech and language therapists, occupational therapists, educational psychologists, councillors, community police, social services, IDSS specialists and short stay outreach schools.**

## 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 staff at St. James the Less are always available to help parents and carers who have any difficulties relating to school. The Head Teacher or SENCO are available for help with filling in forms or paperwork that needs to be completed. The Head Teacher can always point a parent to the right support and guidance that they require.

Newsletters can always be accessed from the office staff if parents are unable to access them online.

There are extra parent meetings for special events, such as Hothersall Lodge, the year 6 residential visit. Financial support is given to pupils who are pupil premium children and the PPTA subsidise some school trips. The PPTA have notice boards around the school grounds informing parents and carers of upcoming events or how much they have raised.

If a travel plan was required by a pupil to get to school then this would be assessed on an individual basis.

## 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 have strong links to our feeder Catholic high school All Saints and the children visit for a variety of reasons, including sports days and catholic cluster activities. We enable all of our children to visit the secondary school of their choice and liaise closely with representatives from secondary schools during transition time.

The local high schools often have taster days for year 5 children.

The SENCO would meet with the SENCO from the secondary school and they would be invited to a year 6 child's annual review to ensure that a smooth transition can take place.

### **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**

**There is an outside agency sourced breakfast club from 7.30.**

**A breakfast club is run from 8.15 in the morning, which is available to all pupils and is free of charge to those pupils who are entitled to pupil premium. We provide an after school club until 5.45 in the evening.**

**All pupils take part in LUNCH FIT activities on a daily basis, which can range from team games to street dance.**

**Staff run after school clubs, such as football for both boys and girls, netball, athletics and music.**

**The school is often open during school holidays to provide sports activity sessions with one of our trusted sports specialist suppliers. These are charged at very reasonable rates.**

**Also on offer are a variety of Sportscool clubs that change termly that can be street dance, cheerleading, dodge ball, football. All these are charged, but pupil premium children can access them for free. Mad science is available at points throughout the year, but a fee is charged for this activity.**

**Year 6 attends a residential during October which a fee is charged for, but pupil premium children can have access to a subsidy.**

**Peripatetic music teachers visit school on a weekly basis, again there is a fee charged for this activity.**