



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special  
Schools and Academies

Name of School: **ST ANTHONY'S  
CATHOLIC PRIMARY SCHOOL**

School Number: **06053**

School/Academy Name and Address	St Anthony's Catholic Primary School, St Anthony's Drive, Fulwood, Preston, PR2 3SQ		Telephone Number	01772 726621
			Website Address	<a href="http://www.st-anthonys.lancs.sch.uk">www.st-anthonys.lancs.sch.uk</a>
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
What age range of pupils does the school cater for?	4 - 11 years			
Name and contact details of your school's SENCO	Mrs V Berry, SENDCO Email <a href="mailto:v.berry@st-anthonys.lancs.sch.uk">v.berry@st-anthonys.lancs.sch.uk</a>			

Name of Person/Job Title	Mrs J Barnes, Headteacher		
Contact telephone number	01772 726621	Email	<a href="mailto:head@st-anthonys.lancs.sch.uk">head@st-anthonys.lancs.sch.uk</a>

## Promoting Good Practice and Successes

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	<a href="http://www.st-anthonys.lancs.sch.uk">www.st-anthonys.lancs.sch.uk</a>		
Name	Mrs J Barnes	Date	Revised: 06.01.2025

### 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

- The majority of the school has wheelchair access. It has accessible parking spaces. An auditory inspection showed the school to be adequate. The school has a good visual environment (steps are clearly marked). There are disabled toilet facilities. Whenever changes are made to the building, these are done in line with the Disability and Discrimination Act. Children with specific needs are met individually as and when required.
- Information for parents is on the website and is also displayed in the parent prospectus and in school. The ability to have information in other formats or languages can be met. School has used interpreters and signers as and when needed.
- School has clearly labelled resources using words and pictures. Bi-lingual signs and technology are used when needed.
- School would always provide specialised equipment whenever required, using the school budget to fund this. An allocated budget is available for this.
- A new medical room with a medical bed has been added in Summer 2015.

## 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

- Arrangements to identify and assess children with additional needs are as follows:
  - A graduated response with a clear line of communication to SENDCO when the class teacher identifies children with special needs. (See SEND policy document).
  - Assessment by SENDCO/or outside agencies as and when required.
  - School Support plans and behaviour plans are put in place and monitored at least termly by SENDCO, Senior Leadership team and class teacher. Parents are involved in all stages.
  - Children's progress is carefully tracked and monitored at least termly. Interventions are brought in as quickly as possible, and these are in turn evaluated as to the child's progress.
  - Additional support is provided. This can take the form of TA support/specific resources/support from additional teachers. Support can be offered to groups or individuals depending on need. Outside agencies are valued for their advice and strategies.
  - Each term there is a training focus for all staff. Teachers and TAs are given training appropriate to meet the needs of children with special needs. TAs are trained to develop specialisms to meet the needs of the children. Training needs are identified in the SEND section of the school's action plan.
  - Arrangements are made as and when appropriate for children doing tests and SATs.
  - The school's provision map shows clearly the range and level of support and interventions.

## 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

- Children with Education, Health and Care Plans (EHC) follow LEA guidelines and are reviewed at least annually.
- All children with additional needs are reviewed internally at least termly.
- The effectiveness of the school's provision is made via tracking and is reported to our Governors. Also monitoring is carried out by the Senior Leadership Team, using external data such as LSIP and Raise online (closing the gap).

## 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

- Risk assessments are regularly updated for curriculum and for the premises. Specific risk assessments are made for EYFS and for children with specific disabilities. These are carried out by Subject Leaders, Head teachers and Governors. Risk assessments are carried out prior to any educational visit using Evolve.
- There is a car park adjacent to the school with clearly marked areas for children to cross.
- Where appropriate, children with additional needs have an allocated TA for breaks, lunchtimes, etc.
- Relevant risk assessments are completed and shared with all persons involved for children with additional needs for PE and school visits.
- Parents can obtain copies of the Anti-Bullying Policy from school. This is also available on the school website.
- Individual evacuation plans (PEEPs) are written for children with an identified physical need within their EHC plan.
- There is a Risk assessment specific to the COVID 19 pandemic available to staff, parents and visitors on the school website.

## 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 parents complete a request to administer medication form in accordance with LEA guidelines. Medications are kept in a safe place away from children and are refrigerated where necessary. Persons administering medicines sign to say it has been done to avoid the possibility of duplication.
- In the case of a medical emergency for a child with a care plan, these instructions would be followed. Most staff are trained in first aid. First aiders are clearly identified in public places. Should it be required, emergency services would be called, and parents would be informed.
- Staff are trained by relevant external agencies to deal with a child's medical needs.
- Speech and Language Therapists, Physiotherapists, Occupational Therapists, Clinical and Educational Psychologists, hearing impaired and visual impaired support and counselling can be accessed as and when required. The school works closely with these outside agencies and ensures programmes are implemented as advised.

## 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 prospectus outlines clearly roles and responsibilities of staff, so that parents are clear about these roles. Parents are welcome in school to discuss any concerns they may have about their child.
- School has an open-door policy. Parents are encouraged to share concerns. Parents' Evenings are also used to facilitate good communication.
- Should parents have concerns or likewise should staff have concerns, contact can be made as and when the need arises.
- School has an Open Day for new parents in November.
- Parents are encouraged to give verbal feedback at any time.
- The SENDCO will meet with parents as needed.

- The Chair of Governors attends most Parents' Evenings. The school carries out annual questionnaires and parents are directed to Parent View.

## 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

- Opportunities for children to have their say are given via school council. There is a "worry box" available at all times. Children with special needs are encouraged to be involved in their annual reviews and children are encouraged to talk to the teaching staff and Head teacher about anything.
- The school has an open door policy and parents are encouraged to communicate with staff. There are regular reviews, TAFs, parents' evenings and children's reports have a section for parents to respond.
- Parents are encouraged to be involved in school events such as assemblies, Masses, sports days.
- The school has a Parent Teacher Association called FOSTA (Friends of St Anthony's) in which parents are welcome to be involved. Parents can be nominated by the Priest to be a Foundation Governor or can be voted on the governing body by parental nomination.
- School buys in the services of outside agencies including: Send Traded Team, Educational Psychologist, Counselling, etc wherever appropriate. Parents are supported wherever it is needed and can be directed to Parent Partnership for further support.

## 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

- School is happy to offer help with completing forms. Any of the staff but in particular: The Head teacher, Deputy Head teacher/SENDCO, would provide any support needed to complete paperwork for anyone who has difficulties. Parents are encouraged to ask for help when necessary.

- Parents are signposted to relevant agencies as and when necessary. All staff are involved in this.
- Should it be required, parents will be signposted to relevant bodies for support or advice on travel to school.

### Transition to Secondary School

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

#### What the school provides

- The school has close links to Our Lady's Catholic High School (OLCHS) where the majority of pupils transfer.
- Extra transition visits/liaison with special needs staff at OLCHS or other secondary schools is organised as and when necessary for children with additional needs. The SENDCO from the high school will be invited to annual reviews for children in Year 6. A bespoke transition package will be created to support the child in this process.

### 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

- The school has before and after school facilities for those children who require it.
- School offers a range of inclusive after school clubs and activities. There is a policy of helping financially any children who have difficulties in affording these activities.
- The school has an induction programme in which children are observed and friendship patterns are encouraged and supported. New children are supported to make friends and develop social relationships. Children who struggle in this area can be involved in interventions for Socially Speaking, social skills and self-esteem building. At present, we have a behaviour mentor whom can support the children in a variety of ways. This helps to give them good strategies to develop friendships.