



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Eccleston St Mary's CE

School Number: 09042



Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

(emailed 10.10.22 HB)

School/Academy Name and Address	Eccleston St Mary's		Telephone Number	01257 451317
	C. E. School		Website Address	www.ecclestonstmarysprimary.org
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?	3-11			
Name and contact details of your school's SENCO	Helen Bannister bursar@st-marys-eccleston.lancs.sch.uk 01257 451317			

The person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Mrs J Birchall Headteacher		
Contact telephone number	01257 451317	Email	head@st-marys-eccleston.lancs.sch.uk

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	https://www.ecclestonstmaryscephprimary.co.uk/ key information-SEND		
Name	Eccleston St. Mary's CE School	Date	3.10.23

Please return the completed form by email to:

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Accessibility and Inclusion

What the school provides

The school was built in 1873 with subsequent extensions and is extensively wheelchair accessible. To ensure access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are wide enough to accommodate a wheelchair. There is a small second level in the junior area but access is available through other areas. There are accessible parking spaces available for the public and disabled persons.

2 disabled toilets are available.

Information is available on the school website in addition to regular newsletters. Furniture is of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN in addition to Chromebooks, headphones, computers, ipads. Interactive whiteboards are installed in every classroom.

We employ a full time Learning Mentor, Mrs K Richardson and have a School Therapy Dog-Missie.

Teaching and Learning

What the school provides

Early identification is vital and outside agencies may help give advice on the provision of intervention strategies if necessary.

Class teachers continually monitor children's progress and discuss any concerns with the head teacher and or/SENCO.

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, with SLT and the SENCO, assess and monitor the children's progress in line with existing school practices.

The SENCO liaises regularly with educational psychologists and the local schools' SENCO cluster.

The SENCO works closely with teachers to plan an appropriate programme of intervention and support. This is shared with parents.

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 curriculum into smaller steps in order to aid progress and provide detailed and accurate indicators. This is usually shared on a termly IEP (individual education plan).

Children can be assessed by outside agencies such as SALT, EP or other providers if this is appropriate.

Every class has the benefit of at least one Teaching Assistant.

In the case of children with HI, VI or medical needs, specialist support, equipment and training is provided by IDSS, NHS (e.g. School Nurse.)

Staff have received First Aid and Epipen training. Key staff for under 5's have also undertaken Paediatric First Aid training (this includes our Morning and After School Clubs.)

The SENCO holds the National SENCO award and also has a post graduate diploma in SEN and inclusion from Edge Hill University. The head teacher also holds the National SENCO Award.

All staff receive regular training in aspects of SEN pertinent to pupils in our school and their needs.

All TAs receive regular training to both implement and support SEN strategies/intervention. This is carried out in partnership with the class teacher.

Every class has a Teaching Assistant and they can be utilised for 1:1 or small group support if necessary but inclusion in class is always encouraged.

When sitting SATs, children on the SEN register can be supported 1 to 1, have timed breaks, sit exams in a quiet setting or in a small group to aid concentration. Pupils may, in certain circumstances, be granted additional time.

Each class records the type of intervention a pupil is receiving and its impact on learning. Our tracking system also indicates progress and provides data.

Reviewing and Evaluating Outcomes

What the school provides

- Parents contribute to and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.
- IEPs are reviewed termly to evaluate the impact of intervention(s) and set new targets. These are shared with parents who are invited to add a comment.
- Children may be involved in the evaluation of their previous IEPs and the setting of new targets.
- Assessment and tracking are used effectively to ensure that progress is being made.
- We regularly review the SEN register and make adjustments accordingly.

The school operates an Open Door policy with regard to any concerns a parent may have. We warmly welcome their contribution.

Keeping Children Safe

What the school provides

The Head Teacher / Governors / Key Staff carry out Risk Assessments and these are reviewed annually.

If required, a handover is carried out by the TA or class teacher to the appropriate parent/carer. Parking areas close to the school can be arranged for pick up and drop off.

The school ensures effective liaison between teacher/ parent/ TA / member of staff to ensure the needs of individual pupils are accommodated.

Support is available in every class. Classes have additional adult support if required e.g. for a school trip. The medical forms and risk assessments ensure that all needs have been addressed and actioned. These are always taken when we leave the school site.

Appropriate adult-pupil ratios are maintained for all activities and school visits.

Parents can access the Safeguarding and Anti-Bullying Policy on the school website or on request from the school office.

Health (including Emotional Health and Wellbeing)

What the school provides

All medicine is recorded in a medical booklet which is kept in each classroom. These are where details of dosage and frequency can be recorded. Parents sign to grant authorisation to the school to administer medicine to their child when it cannot be given out of school hours. All medicine is kept in a central location.

Care plans are passed on to the relevant Class Teacher and copies are kept in the class medical file and the Hive. KS1 plans are also on display in the Infant disabled toilet.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure they are familiar with what action to take in the event of an emergency. In addition, Epilepsy and Epipen training have been provided by the School Nurse to ensure the relevant staff are confident with the appropriate action or medical procedure required.

Speech, hearing, physio and OT therapies can be delivered by external agencies on school premises. After training these may be led by school staff following a specialist plan.

We undertake regular worship, circle time, MyHappyMind and PSHE sessions to foster a whole school ethos of caring, respect and consideration of others. Children are placed in Houses and receive positive reinforcement throughout school. Regular Achievement Assemblies and Celebration Assemblies celebrate achievements in and out of school.

Children can access support through 1 to 1 support from our Learning Mentor, Lego Based Therapy and nurture groups if required.

Our school therapy Dog, Missie is a welcome addition in assisting with mental health and well-being.

Communication with Parents

What the school provides

The website contains details of all staff currently employed by the school and their roles. The School Prospectus also provides this information.

The School operates an Open Door policy and has two parents' evenings a year to provide opportunities for parents to discuss their child's progress. New intake meetings are held twice a year for parents of children in the EYFS. Other meetings

are held on request during the school year (such as reading workshops for parents etc.). In addition, an end of year report is sent out.

Open Days and specific Celebration Assemblies give the opportunity for parents to come into school.

All parents have access to Seesaw, our online learning platform. Communication between class teachers and parents is encouraged.

A parental questionnaire is also provided for parents to record their views and suggestions.

An email and text service regularly updates parents as well as social media post highlighting events and learning.

Throughout the year we welcome parents and carers into school for extracurricular, enrichment opportunities e.g. Shrove Tuesday- Hot Cross Bun cafe, Prayer Walks, Open classrooms, PTA events etc.

Working Together

What the school provides

The School Council, School Eco-Team and worship group provide opportunities for pupils to contribute their own views and those of their class.

The school believes in a positive relationship with parents which is open and flexible (see above).

The Governors work closely with school and any SEN issues / pupil progress are discussed at length in different committees eg Curriculum, SEC. There is a nominated SEND governor.

All parents, on entry to school, sign a Home/School Agreement and permission slips and issues are discussed when specific needs arise (eg a school trip or swimming lessons.)

There is an active PTA which holds community and fund raising events throughout the year.

Parents are welcome to act as volunteers within school following appropriate DBS checks.

What help and support is available for the family?

What the school provides

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

There is a Community Notice board which contains additional information of upcoming events or general useful information. The school bulletin and website provides information about local services.

The school has close links with the local community who provide leaflets and information for parents.

The school regularly provides E-safety and online information for parents / pupils through occasional workshops, regular emails and newsletters.

If a Travel plan is required for a parent / guardian to get their child to/from school, this would be dealt with by the class teacher, SENCO or Head Teacher.

Or SENCo, Mrs Bannister can signpost families to external support agencies if required.

Transition to Secondary School

What the school provides

Each year pupils visit their forthcoming high school for a taster day. The Y6 teacher liaises with the appropriate member of staff from the high school to discuss each pupil's specific needs for transition.

School sessions on transition are provided as part of PSHE lessons.

The SENCO or Year 6 teacher passes on all relevant information such as IEPs to the next setting.

Additional visits to the next setting, possibly accompanied by a TA, can be arranged if this is felt necessary.

Extra Curricular Activities

What the school provides

Our school operates a daily Breakfast Club and After School Club available to all pupils. This can be accessed flexibly when it is needed.

There are opportunities for pupils to take part in regular clubs and after school sessions- Spanish Club, Construction Club, STEM Club, Science Club, Cookery Club, Yoga, music lessons (guitar, keyboard, recorders, ukeleles) and a range of sports (Cross Country, BASH- Be Active Stay Healthy, Football, Netball, Rounders, Tennis, Judo, Fencing, Multi-skills, Tag Rugby, Dodge Ball).

The school endeavours, through our own efforts, to provide free clubs but there are occasions when outside agencies do charge for specific sessions eg Fencing, Judo.

Clubs are available to all the pupils in the designated age range assigned to that activity (e.g. Cross Country available to Key Stage 2 pupils). All children are given the opportunity to participate but if an activity is over-subscribed, a waiting list will ensure that these pupils will have first choice next time.

A 'PALS' system operates at lunchtimes for older pupils (Y5) to play with and supervise the younger children.

Children are always encouraged to make friends and to deal with any issues which occur in a co-operative and conciliatory manner. The school provides activities such as Circle Time and regular PSHE lessons in which pupils can discuss friendships and other aspects of social interaction.

Glossary of Terms

- An explanation of abbreviations and terminology stated above

SALT	Speech And Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Co-Ordinator
IDSS	Inclusion and Disability Support Service
EP	Educational Psychologist
IEP	Individual Education Plan
VI	Visually Impaired
HI	Hearing Impaired
TA	Teaching Assistant
SEC	Standards and Effectiveness Committee