



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Alston Lane Catholic

School Number: 06066

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

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Alston Lane Catholic Primary School	Telephone Number	01772 783661
	Preston Road Longridge Preston PR3 3BJ	Website Address	www.alston.lancsngfl.ac.uk

Does the school specialise in meeting the needs of children with a particular type of SEN?	No		If yes, please give details: We provide individual care for all children with SEN through the setting of personal targets and training for staff where necessary.
What age range of pupils does the school cater for?	4 – 11 years		
Name and contact details of your school's SENCO	Mrs R Bolan 01772 783661		

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	Mr M FitzGibbon		
Contact telephone number	01772 783661	Email	head@alstonlane.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			
Name	Mr M FitzGibbon	Date	30.5.14

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

- The school environment is at ground level meaning that the building is wheelchair accessible. The only steps in the building go up to the Headteacher's office. There is one disabled parking space on the church car park next to the school gates. There have been no planned improvements to

the auditory or visual environment. There is one easy access toilet and changing facility should it be needed.

- Policies and procedures are accessible on the school website. We maintain that, on request, we will make these available in different formats and languages. The vast majority of parents have English as their first language. Where this is not the case, day-to-day information can be passed on verbally. All our parents do speak and understand English.
- Resources are easily accessible to children. Clear labels are used and children very quickly get to know where everything they need is kept in the classroom. We do not have height adjustable furniture but as we have a variety of table and chair heights, these may be swapped to cater for individuals who need adjustments.
- Provision in the classroom and around school takes different learning styles into account. In this way, all children can access tasks and activities.
- No specialist technology is used in school to aid children with SEN.

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

- Teachers identify SEN children through ongoing assessment, discussion with colleagues, parents and through the outcomes of specific testing done in partnership with IDSS and the Educational Psychologist. The SEN register is formally reviewed each term.
- Additional support in the classroom is undertaken by the class teacher or the teaching assistant on a daily basis, towards meeting the aims of children's Individual Pupil Plans (IPPs). Where a child has a statement of SEN, the school has successfully used one-to-one support in-line with the recommendations set out in the child's statement.
- Outside agencies and specialist teachers are employed by the school to support school staff and facilitate access to the curriculum for all children. Specialist teacher reports help us to personalise the curriculum and meet individual needs. Small working areas around school are used to teach key skills and work on targets, away from the classroom.

- SEN and disability training is delivered to staff as and when required. Individual and group courses are requested and arranged following staff reviews and other SEN discussions.
- Staff specialisms include working with children with ASD and ADHD. Two teaching assistants have experience working with children in these areas of SEN. (It must be noted however, that a child's needs may be very different to another's despite a similar diagnoses).
- Staff who support children with SEN have access to the Local Authority Advisory Team and receive advice and support from the SENCO and Headteacher. The Educational Psychologist and other external specialist teachers are available, following visits, to support them too.
- Reasonable adjustments are made for children with SEN during tests and SATs. The most frequently employed is through applications for additional time based on a child's individual needs. The school follows advice on reasonable adjustments set out in the DFE guidance for test administrators.
- The school employs a high number of teaching assistants to deliver SEN support, in all classes on a daily basis based on children's individual targets. The school allocates resources to meet children's individual needs.

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

- Annual reviews are arranged for children with statements of need. All relevant staff, parents and outside agencies are invited to provide written reports prior to the meeting. The children themselves are also invited to attend to give a personal report ... after all it is their review. For children with other needs e.g. medical), regular meetings are scheduled to discuss current issues and chart progress.
- Support staff appraisal and skills audits review the effectiveness of provision. Monthly support staff meetings highlight good practice and concerns regarding SEN provision and resources.
- The SENCO produces a termly report on the attainment and progress of SEN children based on teacher assessment. The school includes SEN attainment when self-evaluating and reporting to the Governing body and Ofsted.
- Feedback from parents supports the school's evaluation of the effectiveness of SEN provision.
- The school Governor with responsibility for SEN receives regular reports from the school's SEN coordinator. An annual report to Governors also supports and challenges the school's outcomes.

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 will be completed whenever there is a risk that children may be hurt or 'at risk' of negative outcomes whilst at school. For example, when specific behaviours are exhibited or when reasonable force may have to be used. They will also be used when children's medical needs warrant it.
- Risk assessments are completed in conjunction with parents, the SENCO, class teachers, support staff and the Headteacher. In essence, all

knowledgeable parties are asked to participate so that the most effective assessment of risk and consequent control measures can be put in place.

- Where relevant, children are collected from parents at the gate and handed back at the end of the day. Communication books or other methods of communication are used to convey topical information and share positive comments as well as targets for improvement.
- When a child requires supervision at break times or lunchtimes, a specified member of staff is made responsible so that the child may come inside if needed. Sometimes staff will stay close to the child to give support and reassurance. In the majority of cases, the adult will observe from a distance and intervene if necessary. Children need to play whilst outside and we sensitively manage their needs accordingly.
- Risk assessments are completed by school staff to ensure that children stay safe outside the classroom. When taking part in PE lessons, we take into account the abilities of the children and differentiate accordingly so that everyone can take part comfortably and within their capabilities. When on educational visits, children with SEN or disabilities have access to a specified, additional member of staff. We ensure that ratios are adhered to and cater for individual children over and above these arrangements.
- School policies regarding anti-bullying can be found on the school website www.alston.lancsngfl.ac.uk

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

- The school has an administration of medication policy that is reviewed regularly.
- The school will administer prescribed medicines that must be taken during the school day. E.g. 4 doses in a day.
- Medicines are kept in a locked cupboard in the school office or in the staffroom fridge. Only identified members of staff administer medications following a discussion with the parent the completion of a medication form stating the dose. A record is kept of when and whom administered the medication.
- Children who regularly take medication have a care plan drawn up by the school nurse team. This is done through liaison with parents and health professionals. A summary of the care plan is displayed in the staffroom and in the relevant classroom. These summary care plans give advice about what to do in an emergency.
- In a non-care plan medical emergency, a member of staff will alert the

emergency services and administer first aid until help arrives. The majority of the staff are paediatric or emergency first aid trained. The Headteacher has the 'first aid at work' qualification.

- All staff receive safeguarding training at least every two years. Staff are trained how to react and respond to children's varying needs. Where staff feel that a matter should be referred to the Headteacher, this is done immediately. Where children's needs are not being met by staff, training and professional support are bought in or sought from the local authority.
- The school regularly employs a counsellor to work with children who need additional emotional support. The school facilitates other health and therapy services whenever they contact the school to work with children.

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 website lists the staff and Governors of the school and their roles.
- A monthly newsletter provides parents with all the information they need about upcoming events and school life. Regular newsflashes and other updates via text message and email are sent to supplement the newsletter.
- The school's child protection policy is updated annually and is available on the school website. Parents are encouraged to contact the child's class teacher in the first instance if they have concerns regarding their child. Teachers refer all child protection issues directly to the Headteacher or Deputy Headteacher.
- The school has an 'open door' policy whereby parents and carers can arrange an appointment with staff at short notice. Staff are also accessible at the end of the school day. The school diary is also used for messages and updates.
- Children's progress is reported formally in the end of year report and includes attainment and effort grades as well as attendance information. A parents' evening is held in the spring term at which progress is shared. Parents are given a ten minute appointment so that a comprehensive report may be given and any concerns discussed. Teachers contact parents when they have concerns regarding progress so they are aware that interventions are in place. Parents receive copies of children's Individual Pupil Plans so they know what targets are being focused on.
- The school has an Open Morning in the autumn term so new parents and existing parents can observe what goes on in school, talk to the children and staff and celebrate school life.
- The school asks parents to give feedback to the school via a parental questionnaire every two years. Parents are also asked give feedback on the report reply slip in the summer term. Parents are asked to comment on what

we are doing well and what they would like us to improve.

- Parents are encouraged to speak to us whenever they have an issue regarding school life. In this way, it can be dealt with immediately. Parents are asked to contact the class teacher in the first instance or approach the Headteacher if they prefer.

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

- The school council has representatives from Year 1 to Year 6. The council meets regularly with the Deputy Headteacher to discuss and suggest school improvements that mean something to them. A pupil questionnaire is also undertaken with Year 4 and Year 6 every two years.
- Parents are invited to an informal class open night in the autumn term to meet the teacher and look at the children's books. The teacher makes appointments with parents who would like one. Parents are asked to complete a questionnaire every two years about school effectiveness. They are also asked to comment on their child's education and the school as part of the end of year report reply.
- The school PTFA always welcomes new members.
- The school has a number of parents who are Governors. Parent Governor elections are held when a position becomes free. The school is currently looking at the possibility of a parent council.
- The Governing body has a responsibility to ensure the school meets the needs of all pupils. It does so through committee meetings and through specific subject Governors reports. E.g. SEN report and child protection report. The Governors responsible for these areas are proactive in their roles and seek information from school in order to improve outcomes.
- The home/school agreement, signed by all children and parents, sets out individual responsibilities and expectations. For children with SEN, the school extends this commitment to ensure that the area of need is tackled through specific support, including the involvement of outside agencies.

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

- If help and support is needed by a family, it is provided by class teachers, the SENCO or the Headteacher. This may relate to the completion of the Lancashire CAF for example. Review forms for children with statements are sent in advance of meetings to ensure parents have sufficient time to complete them.
- The SEN Governor is also available to speak to parents in regard to their child's progress and treatment.
- A wealth of policies and school procedures are available on the school website. Information, advice and guidance on specific issues including special needs is available on request. The school seeks to answer all parent enquiries as soon as possible. We also signpost parents to the local children's centre, NHS services or specialist teachers when necessary.
- We have no children with travel plans attending the school. Should this change, the school will be fully involved in the process.

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 works closely with secondary schools so that children have an effective transition. Visits are arranged during the summer term in Year 6, or earlier if required.
- Close liaison with secondary SENCO colleagues ensures a smooth process which involves the class teacher, teaching assistants, parents and the child.
- The Year 6 class teacher passes on relevant information to the new school.
- Records relating to specific children are passed on during transition so the new school has them prior to the child starting in September.

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

- Breakfast and after school club care is offered by 'Alston Lane Out of School Club and Nursery' located within the grounds of the school. (This club is not operated by the school – It is a limited company by guarantee).
- A variety of lunchtime and after school clubs are offered to children at the school. These are arranged by school staff at no cost or by third party providers who do charge for their services. Free clubs include: football, netball, orchestra, choir, code club, games club, charity club. Paid clubs include: infants multi-sports, theatre club, vigour-boarding and a variety of others during the year.
- Clubs are inclusive to all children in the year groups they are aimed at.
- School staff are adept at supporting children during extra-curricular activities. The school's nurture group supports children who are shy or struggle in some social situations.
- The school continues to look for different clubs and activities that will interest the broad cross section of the school.