



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: St John With St Michael

School Number: 14045

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.SENDEReforms@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	St John with St Michaels Primary School.		Telephone Number	01706 852614
	Moss Side Street, Shawforth, Rochdale, OL12 8EP		Website Address	http://www.sjsm.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:	
	X			
What age range of pupils does	3-11 Year Olds			

the school cater for?	
Name and contact details of your school's SENCO	Linda Oliver 01706 852614

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	Linda Oliver SENCO		
Contact telephone number	01706 852614	Email	I.oliver@sjsm.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	http://www.sjsm.lancs.sch.uk/page/policies-/39963		
Name	Linda Oliver	Date	October 2020

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 John with St Michael's is a fully accessible school for wheel chair users, having slopes at every entrance. We have a designated parking space for parents and visitors with a disability. We have a medical room containing a disabled toilet, first aid bed and changing facilities. Information for parents is accessible in a number of different ways, letters (which can be done in different font sizes if needed), website and text message or through verbal communication, either face to face or via telephone.

Resources for the children are all at their height level and all clearly labelled, with the addition of pictures in the EYFS and Key Stage 1.

The school has writing slopes and a large print keyboard, available on site and works with other agencies such as the Occupational Health team to provide specialist equipment when needed.

The school has a dedicated Nurture room used for 1-1, small group work, a safe place.

The school has a range of ICT programmes for pupils with SEN in addition to tablets, headphones, computers and interactive whiteboards installed in every classroom.

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?
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What the school provides

Staff observations and use of the school tracking systems is key in identifying and assessing children with SEN. Once a concern is raised with the SENCO, intervention is used first before drafting in support and advice from outside agencies if this has been unsuccessful.

Children identified with a special need will be monitored and assessed using a Tap (Targeted Learning Action Plan) which incorporates the APDR (Assess, Plan, Do, Review method).

As St John with St Michael's, there is currently a fully qualified teaching assistant in every classroom who provides support for all learners. They also implement any intervention required with support from the teachers and closely observe and report on the children's progress.

St John with St Michaels also uses quality first hand teaching using differentiation and personalised lessons to suit all learners. Technology such as iPads, computer programs, and voice recorders are used to further support learners when needed.

Where we are unable to provide the support a child needs, outside agencies are used. We work very closely with the children centres, physiotherapists, CAHMS, Counselling and Alternative therapists (LCAT) and speech therapists that have trained us on new interventions, offered us advice and spent time working with the children in question on a 1-1 basis.

All staff have access to any training they may need. Whole staff training is given through inset or staff meetings on conditions or interventions that are new to the school. This is often done by other professionals or relayed from another staff member who have received the training themselves or closely researched the topic. Meetings and informal discussions are held regularly to discuss progress of children with SEN and to give staff an opportunity to discuss concerns or ask for advice.

The SENCO has undergone some initial training on how to co-ordinate special needs within the school and will be put forward for the NASENCO training for SENCO's. Nikki Howard is a qualified Emotional Literacy Support Assistant (ELSA).

During exams such as S.A.T.s, children with SEN are supported accordingly using the national guidelines. 1-1 support is given when needed and children are provided with a 'reader' where necessary. If appropriate, children have been exempt from the tests and teacher assessment has been solely used.

Our provision map outlines in detail the targets, support and intervention given to individual children, including who is going to deliver the support and when it will take place. The provision map is evaluated and updated on a termly basis.

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

Review meetings are held on a termly basis with parents and all professionals involved with the child present. Targets and progress is discussed and evaluated and next steps are planned.

For other children with an additional need and on the SEN register, meetings can be held on a 6 weekly basis up to a termly basis depending on the need. Again, parents and all involved professionals are present.

For children receiving intervention and who are not on the SEN register, targets are discussed termly at parents meetings.

Provision is assessed and evaluated using the school tracking systems (APDR) and judged on the amount of progress made. This is supplemented with teacher and support staff's observations.

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

St John with St Michael's has been judged outstanding by Ofsted for behaviour and safety of the children. Risks are assessed by our allocated Health and Safety officer in addition to all staff at all times.

Staff receive first aid training every three years, Defibrillator, Epipen, Diabetes and Asthma training to ensure staff are well informed.

Any outside activities such as school trips are risk assessed by the class teacher and checked by the head teacher and local authority.

At least two members of staff are out on the playground at any one time. Arrangements can be made for any child requiring additional support.

All policies are available to parents on request. Many are available on the school's 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

School has a medicine policy and all medicine is recorded in a medicine book with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Medication is kept in the first aid room.

Every class has an information pack outlining any medical needs of all the children in school. In case of a medical emergency, the school will call 999 and administer first aid in the meantime.

The school also has a defib in which 8 members of staff are trained.

Many health and therapy services are used including CAHMS, ELCAS, CANW, Family Wellbeing services and the Educational Psychologist who may work with children in school. Nurture Groups are provided in school by trained assistants.

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

At St John’s with St Michael’s we have an open door policy. Parents are given the opportunity to talk to members of staff at any time in the morning or after school (this has been altered due to the 2020 Covid pandemic and parents can now email or meet over teams). They can also contact staff via the school telephone or text service. School utilises a text message service to send non-emergency information and reminders to parents. In the EYFS and Key stage 1, home-school books are used as a two way communication tool between staff and parents.

Parents are able to make an appointment at any time to discuss their child’s progress following the above procedures. There are also two parents’ evenings in the autumn and spring term and reports are given at the end of the school year.

EYFS has open days each year and prospective parents are offered a tour of the school (different in 2020/21 due to covid restrictions).

Parents are given the opportunity to feedback verbally or in writing. Questionnaires are also sent out asking for feedback.

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 has its own School Council, Eco-Council and Ethos Group consisting of children from year 1 up to year 6. This gives the children the opportunity to have their say and voice their opinions, as well as implementing small changes they would like to see such as a growing area and a wildlife friendly area.

We have a PTA at school where parents are invited to join and get involved with organising events such as discos, summer/Christmas fairs and various other fundraising events for the children to raise money for the school and provide opportunities for the children through such things as contributions towards school trips etc. Parents are also invited to join the schools governing body team, where they can have their voice heard.

Home/school agreements are signed by parents at the start of the academic year.

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

Our open door policy means that Information, support and guidance is offered to parents whenever they need it. Parents can arrange to organise a meeting (Again, due to the 2020 Covid pandemic) this would be via a Teams meeting or a telephone call, where any needs such as filling out forms if required, is given.

Transition to Secondary School

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

The school works closely with the local high schools throughout the year. We use the high school sports facilities regularly and the children work with sports instructors from the school. The children take part in open days at the high schools. Transition meets are held where children's information is handed over. Transition nurture groups also take place for those children that are anxious about moving on. Additional visits to high school are also arranged for these children.

For children just beginning their school lives with us either in nursery or Reception, discussions with parents/carers, all out me booklets, and contact is made with any previous settings and where possible visits to children in their setting will be carried out.

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 a very popular breakfast and after school club. Activities are provided after school may include sports, art, drama, music and cookery. Outside sports and drama agencies are often used to ensure a range of activities are available. There is a small charge for some before and after school clubs.

Lunchtime clubs will commence when the covid restrictions are eased and we are able to mix bubbles again.

These clubs are a great opportunity for children to make friends and develop social skills.

Not sure what to put here as again we would usually provide all these things, should I leave it as it is or write a note about new regulations?