



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: St. Teresa's Catholic Primary
School, Penwortham

School Number: 07045

School/Academy Name and Address	St. Teresa's Catholic Primary School, Stanley Grove, Penwortham, Lancashire. PR1 0JH		Telephone Number	01772 742 331
			Website Address	https://www.st-teresas-penwortham.lancs.sch.uk/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes		
	X			
What age range of pupils does the school cater for?	4 – 11			
Name and contact details of your school's SENCO	Miss L. Sledge senco@st-teresas-penwortham.lancs.sch.uk			

Name of Person/Job Title	Mrs J. Holmes Head Teacher		
Contact telephone number	01772 742 331	Email	head@st-teresas-penwortham.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.st-teresas-penwortham.lancs.sch.uk/send/		
Name	Mrs J. Holmes	Date	1 st April 2025

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 is fully wheelchair accessible. To enable access for all visitors, staff, parents and pupils with disabilities, the school has ensured that all entrances are on ground level or have ramps. Most entrances are wide enough to accommodate a wheelchair. There is a disabled toilet in school (with changing facilities) and a designated disabled car parking space.

Visual timetables are used in school to support some pupils with SEN and further visual resources are created to support the individual needs of our pupils.

Information

- All information readily accessible via our bursar and posted on school website.
- Where relevant information/policies can be presented in large font.
- If brochures or policies in other languages were required, we would liaise with the pupil access team and the School transition team.
- Similarly, our Teachers /Bursar is available to meet with parents who are without access to laptops or who have additional needs to support them re filling in forms.
- The use of Parent mail is encouraged; however, paper copies are provided where access is not available
- Regular meetings with the parents of pupils with special educational needs or disability are timetabled each term.

Resources

- All resources are appropriate for the age and ability of our children and they have equal access to them. Furniture is appropriate and needs specific. We gain access to any specialist equipment if necessary.
- The furniture in school is modern and of a suitable height appropriate to the age group of the children being taught. If appropriate specialist equipment may be given to pupils e.g. writing slopes, pencil grips, etc.
- In every classroom there is an interactive whiteboard installed. In addition to this we have a bank of laptops, tablets, headphones, recording devices, microphones and video recorders. The school has a range of ICT programmes to support pupils 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

- We are committed to the early identification of areas of concern and will use a range of formal and informal methods of assessment. We will consult the views of the child and seek the partnership of his/her parents in the process.
- All children on entry to school will have their attainment recorded using the RBA (Reception Baseline Assessment) which helps to inform planning for teaching and learning. Later entry to school will be assessed through previous school records, or teacher observation and assessments.
- Assessments and advice from other external agencies may then be used as a method to inform a support plan. The views of the child and their parents/carers will be sought and recorded on the plan.
- All progress, assessments and teaching strategies are carefully monitored and reviewed through the 'Assess, Plan, Do, Review' system each term. This planning considers a child's strengths as well as weaknesses and will focus on a range of strategies. Pupils and parents are involved in reviewing these plans.

- Specialist Support and further assessments are sought by school from a variety of external agencies such as the Golden Hill Outreach team, Hill Side Specialist School and Inclusion Solutions.
- Pupils in school are supported by experienced TAs. The TAs in school are given access to regular SEN training. This is sometimes delivered by the SENCO or external providers and has included CPD on Dyslexia, Sensory Processing and Autism.
- When pupils sit their SATs or internal tests pupils with SEN can be supported in a variety of ways. This could be the use of a reader, a scribe, use of rest breaks, sitting the test in a smaller room. Some pupils may also be granted additional time on application.
- Provision mapping along with the monitoring of data and individual learning plans by the SENCO shows the intervention each pupil is receiving and the progress made.
- The school liaises with an extensive list of professionals including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, CAMHS, clinical psychology, behavioural outreach support teams.
- The school SENDCo will have gained the National Award for SEND Coordination.

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

- Regular meetings are held between staff in order to discuss provision and progress. Termly reviews are conducted with pupils and parents and EHCP Annual Reviews are timetabled.
- Children who are transferring to Key Stage 3 have a transitional review in the Summer Term. The SENDO is usually invited to annual reviews, as are any other professionals who contribute to the child's provision.
- All staff monitor pupil's individual progress termly and the SENCO uses termly assessment data to track and measure the progress made by children on the Special Educational Needs register. This progress is then shared with staff and reported to the Head teacher, Governors and School Advisor. SEND progress

meetings take place each term to check how the children are progressing in their learning (contributing towards the graduated response).

- Interventions and in class support are reviewed regularly throughout the year.

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 carried out for all off site visits. Educational visits are supervised by the EVC officer. Where relevant, pupils may have 1:1 support whilst on educational trips – if necessary.
- All areas of the school form part of our Health and Safety policy.
- Children in the infants are taken to their classroom door by a parent/carer. KS2 pupils come into school independently. At the end of the day teachers take their classes out in to the KS2 yard and wait with them until they are collected. In the infants, children are collected from their classroom doors. A number of EHCP pupils sometimes require a handover procedure, signed by all parties involved. A number of Y5 and Y6 pupils walk home – parents provide written consent.
- We have the correct ratio of adults to pupils for the break and lunchtime periods.
- Policies on Safeguarding and Child Protection, Behaviour and Anti-Bullying are on our website. Staff complete annual safeguarding training (including Keeping Children Safe in Education) and regular Prevent and Online Safety training.
- Many aspects of safeguarding are taught directly to the pupils during PSHE, RSHE and Computing sessions (for example, online safety, child-on-child abuse and safe relationships).
- Safety is embedded within our curriculum. Copies of policies can be viewed 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

Administration of Prescribed Medication

1. Only medication prescribed by a doctor, or authorised health care worker, will be administered in school.
2. Only members of staff that have been trained and authorised by the headteacher may supervise and administer medication. In emergency, the headteacher will make appropriate alternative arrangements. In some circumstances, as determined by the headteacher, a child's parents or qualified, specialist, nursing staff may be asked to visit school to administer the medication.
3. Parents must complete a written requests form (available from the office) when they wish the school to supervise or administer medication. They are of course able to come to school and administer the medication themselves.
4. If long term medication is needed parents must visit the school to discuss what is being requested and to agree the procedures proposed by the school.
5. Medication must be sent into school in its original container.
6. Medication will be kept safely according to the instructions on its container. Where medication needs to be kept in a refrigerator the headteacher will decide how it is to be stored.
7. When pupils needing medication are on visits away from school, the school will do its best to see that, as far as possible, within the available resources, special arrangements are made to allow the pupil to participate. This may mean that the child's parent will be requested to accompany them on such visits and outings.

Well-being and mental health (SEMH)

- Staff receive training on how to support and identify underlying mental health concerns. A flow diagram has been introduced to inform staff of the steps they should take, should they need to.
- The SENDCo will make a referral to the Children and Families Well-being Service if a pupil is in need of support. This usually involves a Family Support Worker or Play Therapist working with the pupil and their family.
- An in-house well-being coach is also available on a weekly basis – work and support is often focused on the whole family.
- The Golden Hill Outreach team is often used for pupils who require intervention due to their behaviour and SEMH needs.

Other information

- All staff are briefed if any child needs/has a care plan. When informed, school briefs staff about children with Asthma or any other medical condition, who require additional medical support. Outside professionals such as the school nurse come into school to provide inset training and write care plans when required. Medical information is displayed in the staff room and shared

with all members of staff. Medical information and clinic letters are stored electronically via the CPOMs programme.

- Most staff are qualified first aiders—trained every 2 years. Designated staff are trained in workplace first aid. For specific conditions, professionals train staff, e.g. In the use of a defibrillator, Epi-pens, Epilepsy, and medical emergency process is followed.
- Different services will be requested as required such as speech therapists, physiotherapists, occupational therapists and school nurses will attend school to provide support for specific children after relevant referral has been successfully made by our SENCO and permission given by the child's parent.
- Our Reception and Y6 children have their weight monitored and sight tests in Reception and hearing tests in Y1 are part of an annual programme.

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 website lists the staff at school and their areas of responsibility, alternatively parents can ask at the office and will be directed to the correct member of staff
- We provide access to school information and policies via our website or from school office
- School has an Open Door policy but there are occasions when it may be necessary to make an appointment to see the Head teacher.
- Each class has a Class Seesaw account and a class webpage which provides updates, information and celebrates pupils learning and activities in class.
- Official pupil progress updates/reports with parents occurs termly with the second and third (Spring/Summer) being in the form of a written report (mid-year and final reports).
- Also there are periodic curriculum meetings for parents linked to the different subjects and year-groups.
- All SEND and curriculum information is shared via the school website, with termly SEND newsletters.
- Two open days a year for prospective parents.
- EYFS Reception pupils and parents/carers have a series of induction meetings in the Summer Term prior to their start date in September. Visits to our school are warmly welcomed at any time for prospective and new parents.

- Parents can feed back via the Parents' Evenings, School and Parent Consultative meetings, questionnaires and at any time via staff.
- Parents are invited to a Special Assembly once a year led by their children and a collective worship.
- At Christmas, pupils in Reception class and Year 4 host a special Christmas event or Carol Concert in school or at St. Teresa's Church.
- Meetings are arranged annually for areas such as SATS, residential trips, RSHE.
- We welcome parent helpers in school to support pupils.

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

- Various pupils groups facilitate decision making in school, such as School Council, Digital Leaders, Mini Vinnies, Eco Team, etc.
- Offer buddy system in school
- Pupils groups report to governors termly
- Subject leaders meet with pupils to evaluate how well their subjects are progressing with the intention of improving them further.
- We participate in a pupil questionnaire every year.
- Parents, school and pupil sign a home school agreement.
- Parents encouraged to share views in Parent/Child interviews twice a year or during specific curriculum meetings or via liaising with Parent Governors.
- Active and successful Parent Teachers Association
- Strong governing body which includes effective parent representatives.
- Vacancies on the Governing Body are advertised/publicised.
- SENDCo, Head and Governors signpost other agencies and invite them to shared meetings on our site as needs arise such as TAF meetings, Early Help Assessment, involving other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, educational psychologists, voluntary groups)

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

- Head teacher, Bursar or SENDCo support is available to help with completing forms and paperwork.
- Information, advice and guidance can be accessed by parents' via the school office, school staff. Parent mail, letters, Seesaw, website and parent notice boards displays information about support that is in the community.

Transition to Secondary School

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

What the school provides

- Teacher or TA can accompany pupils who require additional support on initial visits to High School. The class teacher/ SENCO liaises with colleague at the receiving high school and a robust transition plan is drawn up which may include additional visits.

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

- Privately run before and after-school provision on site and other clubs are available locally.
- School provides a wide variety of activities run by school staff and outside agencies which run before school, lunchtime and after school; some incurring a small fee.
- We ensure our wide choice of clubs are inclusive by offering suitable activities for the age ranges.

- PSHE and British Values activities are embedded within our curriculum coverage which encourage our pupils to be responsible citizens of the world and emotionally literate human beings.

Reviewed by L. Sledge – Spring 2025

Next Review Spring 2026