

SEN and Disability

Local Offer

English Martyrs' Catholic Primary School

School Number: 06/007



School/Academy Name and Address	English Martyrs' Catholic Primary, Sizer Street, Preston, PR1 7DR		Telephone Number	01772 556092
			Website Address	www.englishmartyrs.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:	
	No			
What age range of pupils does the school cater for?	3-11			
Name and contact details of your school's SENCo	Vikie Thomas (EYFS & KS1) vthomas@englishmartyrs.lancs.sch.uk 01772 556092			
	Annalisa Howarth (KS2) head@englishmartyrs.lancs.sch.uk 01772 556092			

Name of Person/Job Title	Mrs Annalisa Howarth / Head teacher		
Contact telephone number	01772 556092	Email	head@englishmartyrs.lancs.sch.uk

Accessibility and Inclusion

What the school provides

- English Martyrs' School comprises of two single storey buildings – the nursery and main school. Both buildings have ramps for wheelchair access and disabled toilet facilities. Parking around the school is limited – the school does have a staff car park, which can be used by disabled persons by arrangement.
- School has all required policies and guidance in place. These can be accessed via the website or alternatively from the school office. The school aims to ensure that all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate. The school has three outside community noticeboards in which regular newsletters, providing up to date information can be viewed. Alternatively, newsletters can be accessed on the school website. The school actively seeks to form and maintain good relationships with parents and staff are available before and after school. For parents whose first language is not English, the school will seek to provide an interpreter to attend meetings. The School employ 3 multilingual assistants who speak Farsi, Gujarati, Urdu and Hindi and an office administrator who speaks Polish.
- Furniture in the classrooms is modern and of a suitable height appropriate to the age of the children being taught in the class. Staff make use of visual timetables and ensure that equipment is labelled to enable the children to access resources independently. The school has a range of Computing programmes for pupils with SEND. The school has a wide selection of desktop computers, laptop computers and iPads and interactive whiteboards are installed in every class. Children have access to digital support using Microsoft Online to support them in Assertive Reader programmes.

Teaching and Learning

What the school provides

- If concerns are raised by a member of staff or parent, regarding additional needs of a child, the SENDCo will arrange for the needs of the child to be assessed. This may involve outside agencies such as the Special Educational Needs and Disabilities (SEND) Traded Services Team or Speech and Language Therapy (SALT). Then the SENDCo, in discussion with class teacher and parents, agree on the provision to be put into place to meet the needs of the child. This may involve additional support in class or group or individual interventions. The child's progress will then be monitored in line with existing school practices. The SENDCo and class teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- When addressing additional needs the SENDCo and class teacher will look to making changes within the class setting to remove any barriers to learning and facilitate access to the curriculum.
- The School 'buys in' additional support as needed from the SEND Traded Services. The Inclusion teacher is a specialist in ASD, Behaviour, Nurture and Specific Learning Needs.
- Many of the teaching staff have received training on Autistic Spectrum Disorders, Dyslexia and Speech, Language and Communication Disorders.
- The school has a strong team of Support Staff who provide support throughout the school. Dependent on the needs of individual children and classes, some classes have more than 1 Teaching Assistant.
- The school has specialist Reading Support Staff who are trained to deliver reading support and Inference support.
- We have teaching assistants who have undertaken training to deliver Early Literacy Support, Quest Literacy Intervention and Further Literacy Support.
- Support Staff are trained to deliver the Fischer Family Trust reading programme.
- Three members of Support Staff have undertaken training regarding ASD.

- **Three members of Support Staff have undertaken training to support children with speech and language needs.**
- **All staff have had training in PIVATs and writing IEPs**
- **Two members of Support Staff have received training in supporting children with dyslexia.**
- **Five members of Support Staff have been trained to support children with additional needs in Maths.**
- **Nine members of Support Staff have been trained in Bereavement Counselling.**
- **We have a trained Behaviour Mentor who works with individual children as well as small groups.**
- **We have 3 trained ELSAs (Emotional Literacy Support Assistants)**
- **School has full time Nurture Provision, The Snug, staffed by 2 ELSAs (Emotional Literacy Support Assistants) with part time ELSA support provided for EYFS.**
- **When sitting examinations children with SEND can have the opportunity to access a 'reader' for the Maths papers, have timed breaks, and sit exams in a quiet setting in a small group to aid concentration.**
- **The SENDCOs regularly monitor and review the school SEND provision map. Recording the type of SEND support a pupil is receiving and specific needs.**
- **Children's progress throughout the intervention is monitored using the Lancashire Tracker and PIVATS.**
- **Interventions are individually recorded on the Lancashire Pupil Tracker and monitored by class staff and SLT.**
- **All teachers update Provision Maps for their class; these highlights those accessing Interventions taking place for whom and by whom covering both academic and emotional/social needs. These are shared with the SLT and SENDCo,**

Reviewing and Evaluating Outcomes

What the school provides

- **Annual Reviews** are held yearly for pupils with an EHC Plan. Parents, the pupil, teachers, teaching assistants and other professionals involved with the child are asked to contribute to the meeting by submitting a report and by attending the meeting to review the provision in place and plan for the next steps for the child.
- **Children on the SEND register** have a **SEND Support Plan** that are reviewed termly or half-termly depending on the circumstances. Parents are invited into school for a review meeting with the class teacher.
- **Pupil's progress** is monitored throughout the school and pupils with **SEND** are monitored using **PIVATS** where appropriate.

Keeping Children Safe

What the school provides

- **Risk Assessments** are carried out by the Headteacher/ SENDCo when required and reviewed regularly.
- In the morning, children line up on the playground and are collected from the line by their class teacher. When necessary, arrangements are made for a child with additional needs to be met at the main entrance by a member of Support Staff rather than joining the line.
- **Parking** around the school is limited – there are a few designated bays for drop off on Ashmoor Street. If a parent or child has a disability, it is possible to arrange for use of the Staff Car Park for drop off and pick up.
- During morning break time children are supervised by a teacher and members of Support Staff on the playground. At lunchtimes the children are supervised by the Lunchtime Supervisor and Welfare Assistants in the school hall whilst eating and then on the playground. When necessary 1-1 supervision is provided if children require additional support during break and lunchtimes.
- All school trips are processed through the “Evolve” system and risk assessments are attached to forms, checked by the EVC and delivered by the group leader. Pupil and staff ratios are adhered to and children with additional needs often have 1-1 support during school trips.
- The school has an **Anti-Bullying** policy, which can be viewed on the website, or a hard copy can be requested from the school office.

Health (including Emotional Health and Wellbeing)

What the school provides

- When it is necessary to administer medication parents are required to complete and sign a form detailing dosage and time to be given. Medication is then administered by trained First Aiders and recorded in the medicine book.
- Medication is kept in a locked cupboard or fridge in the medical room (kitchen in the nursery) except for inhalers and Epi-pens, which are stored safely in the child's class.
- Care Plans are drawn up by the School Health Team when appropriate and the school SENDCo. A copy of the Care Plan is kept in the Medical Room and also in the Class Folder ensuring that relevant information is passed on to the class teacher as the child progresses through school.
- Support Staff are trained in Paediatric First Aid, which is updated regularly to ensure that staff are prepared to act in event of an emergency. In addition, most staff have received Epi-pen training from the School Nurse.
- School facilitates visits from Occupational Therapists, Physiotherapists and Speech Therapist as required into school.

Communication with Parents

What the school provides

- At the beginning of each school year parents are invited to 'Meet the Teacher' one evening after school. In addition to meeting their child's class teacher and support staff working in the class it is an opportunity to see their child's classroom.
- A list of teachers and support staff is available on the school's website and in the School's Prospectus.
- For Nursery and Reception September admissions, parents are invited to a new parents meeting during the summer term prior to their child's start. The children are then visited in their nursery setting by their new class teacher. They then have taster sessions in school in July. Children with additional needs may have further visits into school if necessary.
- Parents can speak to their child's teacher before and after school or if more convenient may phone to speak to a member of staff.
- The school hold Parents' Evenings during the Autumn and Spring Terms to inform parents about their child's progress. During the Summer Term a full written report is provided of their child's progress across the school year. Parents receive an Interim Report in December and at Easter
- Views of parents are sought each year through a parental questionnaire.

Working Together

What the school provides

- We have a School Council with two representatives from each class. At the School Council the children raise issues that concern them. They have been involved in designing the school play area, choosing tiles / fittings for the toilets and interviewing the new Headteacher.
- We also have an Eco-Council with representatives from each class. The Council are actively involved in environmental issues such as sourcing recycling bins for each class and for school, designing posters to save energy.
- Parents are invited to have their say about their child's education at Parents' Evenings, a written response / acknowledgement to their child's report, at Annual Reviews and SEND review meetings.
- At English Martyrs' Catholic Primary School we have a Parent, Teacher, Family and Friends Association (PTFA) to which all parents are welcome. The PTFA organise fund-raising and social events.
- There are opportunities for parents to join the governing body as a Parent Governor. When a vacancy arises, nominations are asked for then an election held.
- School has an 'Open Door' policy for all parents and families.

What help and support is available for the family?

What the school provides

- Help can be given to parents completing forms and paperwork by the Headteacher/SENDCo if required.
- School put on parent information evenings, such as Maths, English, SATs, Assessment and Online Safety to ensure that parents can support their children.
- An outside community noticeboard is used to provide information for parents e.g. Drop in Centres and Support Groups.
- The Headteacher/SENDCo would deal with Travel Plans if required

Transition to Secondary School

What the school provides

- We have good links with Corpus Christi Catholic High School and from Y3-Y6 classes are invited up to the High School to take part in activities and challenges.
- During Year 6, preparations are put in place for the transition to High School. Teachers from Local High Schools visit the Y6 children and teacher in our school. Then as a group they have a taster day at the High School.
- Children with SEND will have a 'Transition Meeting' well before the group taster day. This includes Y6 teacher, SENDCo, High School Teacher/SENDCo, Parents and child. At this meeting the child's needs are discussed and a plan put into place – this may involve further visits to the High School with and without a member of staff from our school. This helps ease the transition from Y6 to Y7 minimising issues.

Extra-Curricular Activities

What the school provides

- English Martyrs' School has a free Breakfast Club and an After School Club £6.75 (correct at the time of writing January 2021).
- School staff run activity clubs before, during and after school – for example: Football, Coding, Choir, Gardening, Chess, Bookworms, Crochet Club, Sign Language and Craft Club. These are all free of charge and open to all children across the school. Clubs can differ from term to term and are regularly updated on the school website. **
- Children in the school all have a 'Reading Partner' with whom they meet each week to share a book (Y3-N, Y4-R, Y5-Y1, Y6-Y2). Reading partners are also used for leading Liturgies, celebrations, Social events such as The Big Picnic for parents. **
- Children from Y6 act as play leaders for the younger children and help during Lunchtimes to help the youngest children to develop good friendships. **
- Year 6 children have roles and responsibilities such as prefects, monitors, librarians, Head Boy and Head Girl.
- We use a 'Friendship Bench' during break-times and lunchtimes – a place where children can go to 'find a friend' if they are by themselves.