



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: St Gregory's Catholic

School Number: 06026

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	St Gregory's Catholic Primary School		Telephone Number	01772 795415
	Blackpool Road, Preston		Website Address	www.st-gregorys-rc.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?	Reception Class to Year 6			
Name and contact details of your school's SENCO	Mrs L Walsh 01772 795415			

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	Mrs M Talbot St Gregory's Office Manager		
Contact telephone number	01772 795415	Email	busar@st-gregorys-rc.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	www.st-gregorys-rc.lancs.sch.uk		
Name	Mr P Bates	Date	22/5/2014

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 recently invested heavily for the majority of the building to be fully accessible. The school has wheelchair access with a ramp at the entrance. We also have a lift to access the second floor.
- There is one disabled parking space across the road on the parish car park.
- We have a disabled toilet on the grounds floor next to the lift.
- The majority of relevant information is on our website. We provide interpreters/signers should they be needed.
- We have good working relationships with our local services that help parents and families with additional needs.
- We have excellent SEN knowledge and experience among our staff.
- We are committed to investing in any technologies/equipment that is needed to help our children.

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

- St Gregory's has systems in place that identify accurately and support children with SEN.
- The leadership of the school invests heavily in quality TAs. There is the equivalent of a full time TA in every class with two additional TAs meeting the needs of children with SEN.
- We provision map each child carefully and monitor their progress regularly. All our curriculum maps can be found on our website and children with SEN are included fully in all aspects of school life. Specialist curriculums have been developed for children who have specialist one-to-one needs.
- We have a highly skilled SEN Co who coordinates staff meetings and INSET training to increase the awareness of SEN throughout our staff.
- We continually support all our staff. School invests heavily in outside agencies and has very good links with specialist teachers in most fields of SEN.
- Our provision mapping is directly linked to our financial commitment to supporting children with SEN. This is monitored regularly and Governors are informed and committed to supporting children with SEN.
- We have a very experienced and excellent assessment coordinator in school. All necessary adjustments are made to ensure children with SEN are supported during testing cycles.

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:

- The school provides Annual Reviews for children with Statements or Education, Health and Care (EHC) Plans.
- IEPs are a working document for children on the SEN Register. They are discussed with parents during parents evening on a termly basis.
- Our teachers and Teaching Assistants are fully involved in the child's IEP and this is used on a daily basis to ensure progress is made.
- The SENCO holds meetings with the SENDO when appropriate. Specialist outreach teachers are regularly in school to guide our teachers on how best to support children with SEN.
- We evaluate the success of the SEN provision in school by the communication we have with our children and parents. The DHT/HT/SENCO welcome our children into school every morning and see our parents on a daily basis in the morning. Informal/formal meetings can be arranged as and when needed.
- We have annual meetings with specialist teachers who assess the effectiveness of the support we provide.

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:

- The class teacher organising the school trip completes the risk assessment. This is then handed to the EVC who ensures the risk assessment is acceptable.
- The HT/DHT welcome all the children into school in the morning and the class teachers hand over to parent in an evening. KS1 staff hand over directly to parents, whereas KS2 staff accompany their children onto the school yard to

ensure children have safely left school. All children know what procedures to follow should there be no adult collecting them.

- We have very limited parking facilities and rely on the good nature of the church and social club to provide parking facilities.
- Break times are supervised by at least two teachers and two teaching assistants. At dinner time there are six welfare staff employed to support our children and organise games for them. A number of staff eat with the children and are also available during this time.
- Children are safe during the school day due to the high security measures in place at St Gregory's. We have magnetic locks on all outside gates and combination locks on the main internal doors.
- Our behavioural policy is on our website and parents can request any policies at any time from the school office.

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:

- St Gregory's does not administer medicine during the school day. We have a parental form that parents must complete should medicines be needed. Once this form is completed, staff will supervise children having medicine and record the day and time the medicine was consumed.
- Care plans are developed with the specialist teachers/school nurse alongside the parents/school staff. All staff are fully committed to specialist training should it be required.
- Children can access specialist services as recommended through specialist teachers. Examples would include: play therapists, speech and language therapists etc,etc.

Communication with Parents

- How do you ensure that parents know 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:

- Parents know our staff very well due to the high visibility at the beginning and end of the school day.
- We operate an Open Door Policy at St Gregory's. Parents know and understand that we try to speak immediately if possible but that there are times when we have to arrange meetings to discuss more detailed issues.
- St Gregory's holds two parents' evenings a year along with a detailed summer term report to parents. Parents are welcome to arrange meetings with staff at any time through the school year to discuss academic progress.
- We hold an Open Afternoon in the autumn term along with Meet the Teacher evenings.
- Parents can give feedback to the school in a number of ways but the most common is through discussion with the relevant member of staff.

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

- St Gregory's has a student council along with four Young School Leaders.
- We have excellent relationships with our parents and listen attentively to any suggestions they have regarding their children's curriculum. We have a small but active PTFA.
- There are endless opportunities for parents to get involved in the life of the school. The PTFA would welcome new members.
- The Governing Body employs the Headteacher to ensure all children's needs are met. In turn this is delegated to our highly experienced and skilled SENCO.

- Children who require additional SEN are supported to the best of the school's ability.

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

- St Gregory's prides itself on the help and support it offers parents. We serve parents from a range of nationalities and meet their needs to ensure support is provided.
- All relevant information can be located on our school website. Any additional information can be requested.
- School does not currently support any children with travel plans. As with all other areas of school life, if the need was there then school would work tirelessly to support and help.

Transition to Secondary School

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

What the school provides

- St Gregory's has excellent links with our feeder high schools and nurseries. We have comprehensive and detailed plans for transition.

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

- School currently offers no before or after school care.
- We offer a wide range of sporting activities and have excellent links with the local sports centre.
- St Gregory's employ six welfare staff at dinnertime to supervise school dinners and then organise games for our children.
- All clubs are offered to all children to ensure inclusivity.
- We have buddy systems in school to ensure our children have friends. We also operate a playground leader system where the older children organise games for the youngest children.