



SEN and Disability

Local Offer:

**Leyland St. James' CE (Aided) Primary
Scgool**

www.lancashire.gov.uk

County
Council



Accessibility and Inclusion

What the school provides:

When reading this Core Offer, please reflect on both our vision and our principles that: Leyland St. James' CE (Aided) Primary School is a place of love and a place of learning. It is a haven for children and families and supports all kinds of learning and development. At St. James', we believe that all children are made in the image of God without exception. All are loved and called in Christ, without exception, without exclusion.

The school provides an environment of inclusivity and respect within an accessible building with a variety of adaptations including disabled and gender-neutral toilets, a rise and fall bed and wet room,

The school supports the needs of all children including those with speech and language difficulties, ASC, moderate learning difficulties and SEMH barriers.

Teaching and Learning

What the school provides

- Quality Teaching allowing accessibility to class-based learning.
- Additional Needs support to help key common needs such as speech and language, specific learning difficulties around literacy. Such support includes IDL, Nessy, Lego therapy, NELI
- High needs support i.e. EHCP or EP recommended personalised curriculum.
- The use of Acorn Psychology, LCC EP services and GHIST outreach services to plan learning programmes to support children.
- Learning mentor, anxiety coaching, mental health first aiders.
- Trained support staff to deliver LCC SALT programmes.

Reviewing and Evaluating Outcomes

What the school provides

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Holding annual reviews for pupils with EHC plans
- Holding emergency EHCPs when necessary.

- Using EP support (Acorn Psychology/LCC EP services) to evaluate the impact of recommendations.

Keeping Children Safe

What the school provides:

Leyland St. James' CE (Aided) Primary School fully recognises the contribution we can make to protect children from harm and to support and promote the welfare of all children who are pupils at our school.

Leyland St. James' CE (Aided) Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken

The school achieves this by:

- Ensuring that members of the governing board, the headteacher, staff and all stakeholders understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL. In addition, to ensure that staff are aware that ANYONE can make a referral.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- Endeavouring to provide a safe and welcoming environment where children are respected and valued; where the voice of the child is listened to and is paramount
- Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements.
- Ensuring all children 'have a voice' including those with communication and emotional difficulties.

Health (including Emotional Health and Wellbeing)

What the school provides:

The school provides a learning mentor, anxiety coaching and mental health first aiders. The school has access to play therapists through Acorn Psychology.

The school makes application to appropriate CAMHS services and school health services.

The school supports all health initiatives such as flu immunisation.

The school helps to develop and deliver health care plans in conjunction with the school nursing service.
The school works along side County VI, hearing and SALT services.

Communication with Parents

What the school provides

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are including any additional need provision.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Working Together

What the school provides:

Children who have IEPs have their progress and targets reviewed with families at conversation meetings each term.

The SEND Governor oversees the developments of SEND provision within school, as well as monitors the progress of this group of children.

The school supports and is part of the District 7 Inclusion Hub.

What help and support is available for the family?

What the school provides:

The school has an 'open door' policy with staff being appropriately available to families to help support any concerns.

The school provides a wellbeing hotline number to support families.

Other support can be found at:

- Lancashire SEND IAS (Information, Advice and Support for Special Educational Needs and Disabilities)
 - Tel: 0300 123 6706
 - Monday to Friday 9am to 5pm
 - Email: information.lineteam@lancashire.gov.uk

Transition to Secondary School

What the school provides

We encourage all new children to visit (both supported and independently) their new school prior to starting

- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.
- Complex children will have their pupil passport updated and shared with the receiving school.

Extra Curricular Activities

What the school provides

The school supports families to access the private before/after school club housed within the school.

All children are included in all parts of the school curriculum and we aim for all children to be included on educational visits. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised.

A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.

Feedback

What is the feedback mechanism

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO/Headteacher
- More serious on-going concerns should be presented in writing to the SEND Governor (Mrs D Peacock), who will inform the Chair of the Governors.

Should parents wish to make an appointment with any of the above; the contact information can be found on the website. The complaints procedure can also be found on the school website. If the complaint regards a Statutory Assessment of a child's needs, the complaint should be forwarded to the Local Authority.