

St Veronica's RC Primary School



Local Offer

School/Academy Name and Address	St Veronica's RC Primary Raven Ave Helmshore BB4 4EZ		Telephone Number	01706 226315
			Website Address	
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	✓			
What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	Mrs Julie Cawtherley j.cawtherley@stveronicas.co.uk			

Name of Person/Job Title	Mrs N White Head Teacher		
Contact telephone number	01706 226315	Email	head@st-veronicas.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	119589		
Name	Mrs N White	Date	Sept 2022

Accessibility and Inclusion

What the school provides

The original school was built in 1976 with a second block added in 1994. It is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There is a disabled toilet available for wheelchair users if the need should arise. Information is available on the school website and a community noticeboard in addition to regular newsletters. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programs for pupils with SEN in addition to IPADs, headphones, netbooks, computers and interactive whiteboards installed in every classroom. Visual timetables are used to support children who may require them.

Teaching and Learning

What the school provides

Early identification is vital and outside agencies can help advise on the provision of intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.

The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children with an EHC Plan are assessed by outside agencies such as Educational Psychologists, Hendon Brook and other Specialist teachers.

Each class has the benefit of at least one Teaching Assistant.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by the NHS

There are several members of staff who receive regular First Aid and Epipen training.

Over the past 3 years, staff have had experience of the following SEND: ASD, ADHD, Dyslexia, SPLD, Language and Communication Difficulties, Hearing Impairment.

Staff have had training in the following areas: Speech and Language, Autism, Dyslexia, Numeracy and Literacy catch up, using Numicon, Phonics, early writing, using iPads in the classroom, E-Safety.

Outreach support provides on-going training for staff and TAs to meet the specific needs of identified SEND children in the school.

When sitting examinations children with SEND can be supported 1 to 1 (EHCP), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEND provision map records the type of intervention a pupil is receiving and the duration. The Lancashire Tracker and the school's tracking system also tracks progress and provides data monitoring all differing groups of pupils including those receiving the Pupil Premium as well as pupils with SEND.

Reviewing and Evaluating Outcomes

What the school provides

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review where appropriate. Individual Progress Plans are produced termly, children are involved in target setting and parents are given the opportunity to discuss the IPP with the SENDCO and/or class teacher. School operates an Open Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and Pupils with SEND are monitored also on the Provision Map and during internal moderating meetings as well as internal Pupil Progress meetings.

Keeping Children Safe

What the school provides

The Head Teacher carries out Risk Assessments where necessary.

A teacher supervises each school dinner lunch session in the school hall in addition to lunchtime support staff who also supervise children in the play areas at playtimes and lunch times.

Support is available in every class but some classes have additional adult support if required. EHCP pupils have access to a TA throughout the day.

Parents can access the Anti-Bullying Policy on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

Only prescribed medicines can be administered in school. All medicine is kept in a safe place and parents sign to grant authorisation to the school to administer medicine to their child. Care plans are passed on to the relevant Class Teacher and the master copy is kept in the School Office. All support and some teaching staff are kept regularly up to date with First Aid Training to ensure those staff are familiar with what action to take in the event of an emergency. In addition, Epipen training has been provided by the School Nurse or other NHS professional to ensure that relevant staff are conversant with the appropriate action or medical procedure required.

Communication with Parents

What the school provides

The website contains details of all staff currently employed by the school and the School Prospectus also provides this information. The School operates an Open Door policy and has 2 parent evenings a year to provide opportunities for parents to discuss the progress of their child. From time to time a parent questionnaire is also provided for parents to record their views and suggestions.

Working Together

What the school provides

There is School Council and a Chaplaincy/Gift team who contribute their own views. Parents can have their say about their child in Parent Evenings, Annual Reviews, IPP reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises.

The PTFA are very active and fundraise for resources, events and activities that every child can access.

School accepts volunteers into the school to work with children of all ages, they also accept placements from High School children, trainee teaching assistants and trainee graduate teachers.

Transition to Secondary School

What the school provides

Each Year 6 pupil visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit St Veronica's to help ease the transition from Year 6 to Year 7.

Year 6 pupils with EHCPs and additional needs are supported in their transition to KS3 with the help of outside agencies, transition programmes and additional visits to High Schools

What help and support is available for the family?

What the school provides

The SENDCo or Head Teacher can offer help with forms if this is required.

If a pupil required a Travel plan to get to and from school this would be dealt with by the Head Teacher if required.

Extra Curricular Activities

What the school provides

St Veronica's operates a daily paid for service of After School club available to all pupils. There are opportunities for pupils to take part in weekly Music lessons (guitar). In addition, pupils can take part in a mix of after school clubs run by teaching staff. The Clubs are available to all the pupils in Key Stage 2 and some are available to pupils in Year 1 and Year 2

Children entering Reception are assigned a Buddy from Year 6. Buddies also help Reception children during Lunch in Autumn Term to help new pupils settle in to normal School routines.

Older Key Stage 2 children also act as Reading Buddies at lunchtime to help support the progress of Key Stage 1 pupils.