



St Louis Catholic Primary School

Special Educational Needs and Disabilities Annual Report 2024

What is the local offer?

The children and families act (2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 -25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years' settings and all the information below forms our local offer and shows how we provide for children with SEND.

[Search the local offer](#)

At St Louis Catholic Primary School we strive to support **all** children to enable them to achieve their potential at school. Quality First Teaching is vital: however, for some children there are occasions during their school life when additional support may be needed to help them to achieve their targets.

Our SEND policy can be found on the school website.

1. The SEND provision at St Louis Catholic Primary School is on an individual needs basis and includes but is not limited to:

- Time limited interventions personalised to the child's needs (English, Maths and other subjects), where school has identified areas for development. In Early Years Foundation Stage the children are monitored for progress against the Seven Areas of Learning and Development.
- Additional 1:1 support in specific subjects may be provided in exceptional cases.
- Adapted resources
- Social skills sessions
- TA support in class, with small focus groups support and 1:1 sessions
- The involvement of external agencies and other professionals. (**see school's partnerships – section 7**).
- A Personal Education Plan (PEP) for looked after children who have SEND.
- Access arrangements may be made for exams where a specialist report identifies a need.
- If a pupil has an additional medical need a detailed care plan will be compiled with support from the school and appropriate medical professionals, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

The school's supporting pupils with a medical condition policy can be found on the school website.

2. Pupils are identified as needing extra support from information such as:

- Concerns raised by parents/carers or the child/young person

- Information from providers/ feeder schools passed on prior to transfer.
- Observations and assessments carried out on entry.
- Pupils not meeting targets or whose progress is slower than expected
- Ongoing, statutory and termly assessments, analysed by the SENDCo and the Head Teacher to identify barriers to achievement and to determine needs and provision.
- Information from medical professionals **How we monitor provision:**
- In consultation with the pupil and parent/carer, Learning Plans are written by the class teacher and the SENDCo; these are reviewed termly. These are also used to show how support is targeted and the effectiveness of the interventions.
- Termly data, and information from class teachers, parents and the pupil, is all used to assess the effectiveness of the provision and the progress of pupils with SEND.

3. The school's approach to teaching

- Quality first teaching (QFT) that is appropriately adapted for individual pupils is the first step in responding to possible SEN.
- The inclusion of all children with SEND both inside the classroom and during extra-curricular activities and trips.
- Risk assessments carried out where necessary to ensure all pupils participate to the best of their abilities.
- Teaching staff are given training on strategies to use in the classroom with pupils who have specific needs.
- Emotional and social development is supported on a personalised basis. Some pupils require more targeted support which is offered through social skills groups, and school can also refer to CAMHS (Child and Adolescent Mental Health Service) when needed.

4. The School's facilities

- The school site complies with the Disability Discrimination Act (DDA). Both buildings have ramp access at the front. Disabled toilet facilities are provided. There are designated disabled parking spaces in the car park for parents/carers with disability badges.
- Personal Emergency Evacuation Plans (PEEPS) in place for any child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

5. Training for staff to help them support children/ young people with SEND

- All teachers have qualified teacher status.
- Specialist training has been accessed through iSEND - The Integrated SEND Service, the Educational Psychology team and the Cognition and Learning team.
- Individual staff have had further, or more specific training, on how to support pupils with individual needs, from specialists or through internal and external training courses.

6. The School's arrangements for consultation

- If parents have a specific concern, they should contact the Class Teacher in the first instance, who will liaise with the SENDCo as appropriate.

- Each pupil who has been identified as having special needs will have a Learning plan that is written in conjunction with them and their parent/carer.
- Parent evenings are held twice a year when parents/carers can meet with class teachers.
- Pupils on the SEND register and their parents/carers are invited to meet with the class teacher, and the SENDCo if necessary, every term to review the current learning plan and agree the new one. Any child with an EHCP will also have an annual review.

7. The School's partnerships

The school's governing body involve other bodies (including health, social care, Buckinghamshire Council support services) to meet the needs of pupils with SEND and their families by using the following outside agencies:

- iSEND - The Integrated SEND Service who support pupils with Autism, Visual impairment, Hearing impairment and Physical Disabilities & Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHS
- School Nurse
- Community Paediatrics
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil referral Unit

8. The school's arrangements for pupils with SEND transferring between other education providers:

We recognise that transition is an important time for all pupils but especially for a child with SEND. We work closely with parents/ carers, pupils and staff to ensure these transitions run as smoothly as possible.

Transition within the school from one-year group to the next takes place towards the end of the summer term it may include:

- Additional visits for SEND pupils to their next classroom, teacher and TA.
- A photo book to take home made showing staff and key places in the next class.
- A passport is created with the pupil for the staff indicating how they learn best and their interests.
- A folder containing up-to-date SEND history and SEN Support Plans are passed to the next teacher.

From one setting to another, for example, junior school to secondary:

- Meetings are undertaken between staff of both settings to discuss SEND needs of the transferring pupils.
- Opportunities for parent liaison are supported
- Participation in planned transition activities with our local secondary schools
- Additional visits to the next setting, sometimes accompanied by school staff if appropriate/ necessary
- Provision of an up-to-date SEND history and SEN Support Plans
- Participation in a regular transition group during the summer term
- A passport is created with the pupil for the staff indicating how they learn best and their interests.
- A photo book is made showing key staff and key places in the next setting for the pupils to take home.

9. The school communicates the contact details for the support listed above to pupils with SEND and their families via:

- The School website
- Parent consultation evenings
- 1:1 discussions
- Termly reviews

10. The school's Key contact:

SENDCO: Mrs Tianna Simons

Email: office@stlouisrcc.bucks.sch.uk or sen@stlouisrcc.bucks.sch.uk

Tel: 01296 488915

11. The contact for compliments, concerns or complaints from parents of pupils with SEND is:

Headteacher: Mrs Catherine Machin

Email: office@stlouisrcc.bucks.sch.uk

Tel: 01296 488915

The school's complaints policy can be found on the school website and in the SEN Policy.

Information for the Local Offer for Buckinghamshire County Council is available at

www.bucksfamilyinfo.org/localoffer

Tianna Simons

September 2024