SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St Joseph's, Withnell

School Number: 09023

Lancashire County Council

<table>
<tr><td rowspan="2">School/Academy Name and Address</td><td colspan="2" rowspan="2">St Joseph's RC Primary School
Bury Lane
Withnell
Chorley
PR6 8SD</td><td>Telephone Number</td><td>01254830400</td></tr>
<tr><td>Website Address</td><td>http://www.st-josephs-rc67.lancsngfl.ac.uk/</td></tr>
<tr><td>Does the school specialise in meeting the needs of children with a particular type of SEN?</td><td>No

</td><td>Yes
/</td><td colspan="2">If yes, please give details:
- We work closely with a Speech and Language therapist who visits school termly to assess and provide strategies to support several children with differing levels of speech and language needs.
- As a school, we are supported by Compass Bloom – a mental health service that provides workshops, assemblies, small group and 1:1 sessions to support children with a range of social, emotional and mental health needs (including anxiety, anger management etc.).
- We have just created a dedicated nurture space in school and we have a nurture group in school which underpins the following principles; Children's learning is understood and responded to developmentally; The school offers a safe and predictable environment where adults are reliable and set firm boundaries; The importance of nurture for self-esteem is promoted; Language is a key tool for communication and not just a skill to be learned is addressed; A recognition and understanding that all behaviour is a means of communication.
- We have a pastoral lead who provides intervention and support for children struggling with emotional regulation, using the Zones of Regulation.</td></tr>
<tr><td>What age range of pupils does the school cater for?</td><td colspan="4">We cater for children form 4-11 years. Reception- Year 6.</td></tr>
<tr><td>Name and contact details of your school's SENCO</td><td colspan="4">Jane Fiddler
Email: jane@st-josephs-withnell.lancs.sch.uk</td></tr>
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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	**Katie Cunliffe – Head Teacher**		
Contact telephone number	**01254 830400**	**Email**	**head@st-josephs-withnell.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	**http://www.st-josephs-rc67.lancsngfl.ac.uk/** **http://www.st-josephs-rc67.lancsngfl.ac.uk/admin-content.php?category_id=53**		
Name	**Jane Fiddler**	**Date**	**10.9.2026**

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 (e.g. ancillary aids or assistive technology?)

What the school provides

- St Joseph's provides an accessible school environment. Wheelchair access can be made through all entrances to the school, apart from the school office where we have steps. The school provides an accessible changing /toilet facility. The car park is large and offers accessible parking.
- Up to date information is available on our school website. Any information that cannot be found can usually be provided by request to the school bursar or head teacher. Where different font sizes or translations into other languages have been requested then we have been able to accommodate. We do not currently provide information in audio our Braille. Specific information with regards to additional needs can be requested from and discussed with our head teacher and SENDCo.
- We offer an accessible learning environment at St Joseph's and have provision that meets the needs of all of the children in our setting. We have equipment and resources that meet the needs of the children with SEN in our setting. Each class uses a visual timetable for the day. All resources are clearly labelled around the school environment to encourage the children's independence.
- Teachers have been trained in the use of an EduMic to support a child with hearing aids to enable them to learn effectively alongside their peers.

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

- If children are thought to have SEN or there appears to be a barrier that is preventing them from accessing the curriculum at the same level as their peers, then the class teacher will inform the SENDCo who will liaise with the head teacher and discuss the support that needs to be put in place. Attainment and progress will be closely monitored, and assessments will be carried out by specialist teachers. Communication with parents is essential at every stage of our process.
- Our process for identifying and meeting needs for children with SEN have been outlined in an 'Ordinarily Available Provision' document.
- We follow the Graduated Approach (assess, plan, do, review) if a difficulty or barrier to learning has been identified or is suspected by the class teacher and/or SENDCO.
- Each cohort is small at St Joseph's, with our maximum intake each year being 15. Every child's needs are met and catered for with a tailored and adaptive curriculum approach. Where a child has a specific SEN, a teaching assistant may be asked to support that child for certain aspects of the curriculum, or at certain times in the school day. Where additional equipment and resources are needed, they are provided by the school or external agencies.
- All staff attend training to further their own professional development. When new legislation is developed, staff are trained and informed appropriately through INSET and staff training.
- Ongoing support and development is in place for staff supporting children and young people with SEN. This may be provided by outside agencies, colleagues of the SMT.
- Arrangements and reasonable adjustments are made if needed to support children during tests and SATs. A scribe or translator may need to be employed by the school in such instances, the children may receive extra time, or the children may be assessed in an alternative way.
- We use provision mapping to identify the SEN across the school. The provision map will illustrate the range and level of support for individual pupils or groups with similar needs and the resources required to meet those needs.
- Children on Wave 3 of the provision map will have an Individual Education Plan (IEP) which provides personalized, small step targets associated with the child's need. IEPs are reviewed termly by staff and shared with the children and parents.
- The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire E- Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

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

- Arrangements are in place to review and discuss the needs and provision for all children at our school. We have half termly progress meetings and provision map termly also.
- We have a range of interventions in place currently supporting the additional needs of the children in our setting. Each class teacher is responsible for meeting the needs of all children in their class and therefore they plan SMART targets and provide opportunities for these to be achieved, this may be through additional classroom support or by them participating in an out of class intervention.
- Each term we will track the progress and attainment made by all pupils. This will highlight the effectiveness of the provision in place, this data will then inform the provision map for the coming term.

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 head teacher and the other staff in school are responsible for carrying out risk assessments depending on what the risk is.
- Children are dropped off at school before 8:55am each morning, where a member of staff is there to receive the child from an adult. At the end of the school day each child is dismissed to an adult by the class teacher from the classroom door.
- The school has a large car parking area for pick-ups and drop offs.
- At break times and lunch times a teacher is responsible for the supervision of all children. Two welfare assistants are also responsible for supervising during lunch time. Each day a qualified first aider is on duty inside school to carry out first aid or behaviour management issues that arise during break times.
- Children are kept safe at all times. On school trips the correct adult to child ratio is adhered to and the relevant risk assessments are carried out.

- Details of the schools anti-bullying policies on the school website or upon request to the head teacher.

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

- We have a policy and system in place for the administration of medicine within school.
- We will arrange TAF (Team around the Family) meetings when necessary to work with a family to draw up a care plan. Each week on the staff meeting agenda we allocate a slot for safeguarding, where this information may be discussed and shared with other staff, as and when relevant.
- In the case of a medical emergency, we would act accordingly. The emergency services would be contacted immediately, and school policy would be followed.
- Staff are continuously given the opportunity to further their own professional development through courses and training. If a specific training course is needed to be completed, then this would be sought.
- School has practiced fire and lockdown procedures and children and staff are aware of protocols.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. 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

- Information about staffing is available on the school website. We are only a small school therefore we only have a small number of staff. An induction evening is held for new starters at the end of the summer term where all staff attend and introduce themselves to the new families.
- We have an open-door policy here at St Joseph's. Staff are on the school playground each morning and are able to speak with parents. If parents wish to speak with a member of staff privately, then an appointment can be made with the school bursar.
- Each term we host a parents evening where progress is shared and discussed. An end of year report is sent home in the summer term.
- Each year we hold an open day/ evening where prospective families are invited to visit the school and meet the staff and governors.
- Parents are able to give feedback via the school website, email or by completing the parent view form via the link on our website.

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

- Pupil voice is an important part of everything we do at St Joseph's and is gathered frequently throughout the year, especially through the monitoring of subjects and children with SEND.
- Parents are invited to share their views via the Parent View website.
- We have two parent governors on the governing body.
- We have a school PTA where everyone is invited to come along and have their say.

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 - Help and support is available to families upon request. All staff are willing to provide support, help and advice with the completion of forms and paperwork if needed. - The school website is a great source of information for parents, however if there is something specific that families want to know then Mrs Cunliffe would be the first contact. - We do not currently have a system in place for supporting parents with travel plans, however if this service was required then advice would be sought.

Transition to Secondary School

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

What the school provides

- Children have opportunities during the summer term to visit the next school. Students come and visit the pupils and do a little talk about their school. Teachers visit the children and have both a Maths and a Science session delivered by the secondary teachers. Children in Year 5 attend a retreat day at the secondary school.
- If a special school is needed then they attend day sessions from May onwards with their special support assistant.

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

- St Joseph's has a before and after school club: This runs from 7:45 till 8:45 each morning and from 3:25 till 5:45pm after school.
- The school offers a range of extra-curricular activities that change throughout the year. Some of these clubs occur a small charge, but the majority are free.
- All of the clubs we run are fully inclusive and open to all pupils.