



Our Lady Star of the Sea

OLSOTS 14 Local Offer September 2023

Document

Policy Leader	Mrs N Gregan - Headteacher
Last Updated	September 2023
Approved by the	The Governing Body
Date to Review	Autumn 2024



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School/Academy Name and Address	Our Lady Star of the Sea Catholic Primary School		Tele- phone Number	01253 726015
			Website	www.ourladystarofthesea.lancs.sch.uk
			Address	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:	
	X			
What age range of pupils does the school cater for?	4-11			
Name and contact details of your school's SENCO	Miss L Woodend l.woodend@ourladystarofthesea.lancs.sch.uk			

Name of Person/Job Title	Miss Laura Woodend - SENCO		
Contact telephone number	01253 726015	Email	l.woodend@ourladystarofthesea.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	www.ourladystarofthesea.lancs.sch.uk		
	Discover page/SEN		
Name	Miss L Woodend	Date	September 2023

What the school provides

At Our Lady's the heart of our community is founded upon the belief that **'we are all precious in His eyes'** and therefore there is a clear and active commitment to inclusive education - where all members are valued, regardless of ability and given continuous opportunities to grow.

Our Lady's School was founded in 1896 and the original building was situated in St. Albans Road. Our present school was completed in 1968 and has been extended several times to meet the needs of a growing Catholic population.

Our Key Stage 2 area of school has group rooms, a library and create room, along with additional storage areas. Our classrooms are stimulating and well-resourced, interactive displays encourage all children to access learning. We have a Chapel, Foundation play area, Year 1 outside area, a large playground, an adventure trail, a football pitch, and an environmental area (wooded) and an allotment where we grow vegetables and fruit. The school offers good facilities for the disabled, with outside ramps to the classrooms and disabled changing and toilet facilities. Being all on one level, there are no stairs to negotiate and all doors are wide enough to accommodate wheelchair users.

Our Early Years facilities include zoned areas within the classroom and a spacious outside area which is accessed via large double doors which allow the space to flow as one. The outside area has an impact-absorbing surface. Over recent years many new developments have helped to create a stimulating learning environment throughout the school. Our front entrance is secure. Within this area various canvases and a welcome board outline our school mission and vision and provide an overview of staffing. Our website helps us to achieve our mission to become a sustainable school, reducing our paper use. The site is mobile friendly and interactive. It provides greater communication between home and school. Each class has their own areas giving teachers their own voice and enabling them to communicate more effectively with parents, providing a better understanding of learning and an insight into class life. These class blogs are updated weekly. Galleries enhanced this, enabling parents to see events as they happen.

Children entering the school with specific needs and who have had access to specialist equipment will continue to be provided with this equipment. School will liaise with the relevant pre-school services and continue to work with them until the end of the child's first term in school (January). Children will then be transferred to the local authority specialist services and monitored in school. A CAF/EHA (Common Assessment Framework/ Early Help Assessment) will be initiated and regular TAF (Team Around the Family) meetings will take place to ensure that relevant support is accessed. Appropriate external services are involved in the provision mapping for children with SEN. Working closely with parents, other services are engaged as needed.

We work hard to ensure that all families feel part of our community and provide support through EMA for children and families whose first language is not English.

Teaching and Learning

What the school provides

At Our Lady's we place learning at the heart of the school. In providing a rich, broad and balanced curriculum, children are supported and challenged to develop spiritually, socially, emotionally, culturally, physically and academically. The curriculum is designed to take children on a deep journey, where they are actively engaged in every learning opportunity and growing to be curious about God's world, awakening the imagination and opening their eyes to new possibilities based in truth. All aspects of the child are nurtured to create independent learners who are resilient; we use our eight learning powers to develop excellence in learning. We provide an inclusive learning environment that meets the needs of all children, enabling them to reach their true potential.

Our assessment of the children's learning is paramount, allowing teaching staff to teach to, and assess the individual child's learning needs. Employing a range of skill-developing/challenging activities for our pupils allows staff to use a range of evidence for teacher assessment. From this ongoing process staff seek to create a learning environment whereby children are empowered to develop independence and an awareness of how they can improve. Further to this, teachers employ a range of resources that support and extend children's learning. Children are often taught how to use these resources themselves to foster independent and collaborative learning.

Our pupils, staff and parents are clear about what is to be learned, each class teacher posts their intended learning for the year on our school website. Clear learning objectives and success criteria are identified for individual pupils, creating personalised learning. Our pupils and staff are fully involved in deciding next steps in children's learning. The school's marking policy celebrates children's successes and identifies next steps. Our pupils and staff practise self and peer assessment, enabling children to have greater influence in directing their own learning paths.

The Senior Leadership Team (SLT) ensure that teaching observation/coaching and lesson study opportunities are undertaken and that teaching staff are consistent in employing our teaching and learning policy. This approach enhances the teaching and learning of the children, by assisting in the monitoring of our school's provision and progress, enabling us to plan for improvement. As a learning community staff constantly work together to ensure progression for each individual child is monitored, barriers identified and support and challenge put in place. Termly pupil progress meetings assist in identifying children's specific learning needs, and any subsequent interventions that may be needed or planned.

We are a learning community and we learn together, working incredibly hard to provide learning opportunities which inspire and motivate children. Staff are driven by a real desire to nurture a self-belief in all children and have high expectations of each individual, which creates a 'can do' attitude. Professional development and shared learning is integral to this process as it enables staff to learn alongside each other, problem-solving, seeking advice and rising to the challenges they face. As a school we promote the development of a growth mindset encouraging children to recognise and believe that anything is possible if we apply ourselves to the task. There is a complete recognition and understanding that children pass this way but once and therefore they are entitled to: unconditional love; high expectations; a belief in their ability; exciting and purposeful learning and varied opportunities to progressively develop the skills they need to access their world confidently.

Training needs of all staff are assessed throughout the year and when appropriate, individuals attend courses to meet the needs of children with specific difficulties and to enhance their own professional development. All staff have regular access to Continuous Professional Development

Teaching and Learning

(CPD) and relevant training, enhancing skills to enable them to support individuals and groups of children.

The SENCo has regular contact with specialist teachers from the Local Authority. Advice will be sought to support children with Autistic Spectrum Disorder, Speech, Language and Communication Difficulties, Hearing or Visual Impairment, Physical Difficulties and Emotional or Behavioural Difficulties. The school also works very closely with the Educational Psychologist. Contact with SENCos in the local cluster of schools also allows for the sharing of good practise.

All teachers are teachers of Special Educational Needs. They plan and deliver appropriately differentiated lessons, according to the needs of individual children. The school's marking and assessment policy ensures that all children in our school are monitored and tracked to make sure they are making expected progress. Each class has access to Teaching Assistants and this support is carefully deployed to those children or groups with the greatest need. This could be in small groups or on a 1:1 basis, either within class or in one of our designated learning areas. Individual Education Plans (IEPs) and SEN provision maps outline specific interventions and resources for individual pupils who require additional support. These are continually reviewed and updated to ensure that all intervention and support is relative and impacts on each child's development. Children access work at their level and during formal assessments any special arrangements are considered to ensure the children are able to demonstrate and fulfil their potential.

Reviewing and Evaluating Outcomes

What the school provides

Effective Assessment for Learning (AFL) is crucial to the learning process and staff have become very skilled at embedding strategies to ensure children's individual needs are identified and nurtured. Quality marking and feedback is a well-established part of school life and staff share good practice and support each other through professional dialogue, working side by side, training, coaching and mentoring. Each term, teachers work together to complete a 'Lesson Study' focusing on specific aspects of teaching and learning within different areas of the curriculum.

Pupil progress data is submitted termly and the pupil progress meetings are led by the data that has been submitted. The progress of children with additional needs is tracked in the same way as everyone else in the school as far as possible.

The teachers analyse the data looking for any anomalies or concerns. Core groups of children are scrutinised. Such groups include Children Looked After (by the Local Authority), Children receiving free school meals, children with English as an additional language and children with SEND.

Professional discussions take place, and staff look at the steps that need to be taken in order to support a child or group of children, who are not achieving their targets or a child who is exceeding their targets.

Any children who require additional support will be identified at this point. The Senior Leadership Team will work with the class teacher to look at the intervention which needs to be put in place in order to improve the outcomes for each individual. Targets will be set and closely monitored. These may be around literacy, numeracy, speech, language and communication needs and social, emotional and mental health difficulties and sensory and/or physical difficulties. Each child in our school is familiar with their personal targets in reading, writing and numeracy and knows what they need to do to achieve these targets. Children with additional needs have an Individual Education Plan (IEP) to include these targets and any others which the class teacher, SENCo or parents feel would be appropriate for the child.

For children with an EHC Plan a formal annual review is held and led by the SENCo; class teacher, TA, parents and relevant professionals are all invited to the meeting. There is opportunity before the meeting for all to record in writing their thoughts which will be discussed at the meeting. The child's views are also sought before the meeting and where appropriate the child will be invited to attend part of the meeting.

For some other children with additional needs review meetings are held with relevant professionals (as necessary) and school staff to discuss progress and set targets.

The impact of interventions is regularly assessed and additional or alternative interventions put into place if required.

The SENCo has an overview of the interventions which are taking place in school. All information is shared with all teachers who work with the children in intervention groups, so that the targets set are worked on collaboratively.

Keeping Children Safe

What the school provides

Our school learning community is based on openness, honesty and trust. All members are encouraged to take responsibility for their own actions and behaviour is very good. Recognising our own feelings and those of others is central to our successful behaviour policy which is rooted in our school mission statement, "You are precious in my eyes". Positive relationships throughout school enable pupils to problem solve and face challenging situations.

We expect all members of the community to work together to ensure that children experience consistency in their interactions with the significant adults in their lives. Any complaints of bullying are dealt with quickly and fairly in line with our anti-bullying policy. We do not tolerate bullying. Our policies can be accessed through the school website.

In line with Lancashire Education Authority, we have a rigorous system of risk assessment which ensures that all areas of school life are assessed, any risk identified and reasonable adjustments put in place. All staff are involved in this process.

Lunchtime supervision has been developed over recent years and today our welfare team work together with teachers and teaching assistants to ensure the children are safe and all school policies are implemented. Strong relationships ensure that any issue can be problem-solved. Children with additional needs are known to all members of staff and strategies to support them are put in place. (Clubs and different sports activities are part of our lunchtime provision)

Our staggered before and after school drop offs work well to ensure children are safe at these very busy times of the day. We have been very active in this area and led by one of our Governors we are constantly seeking to problem-solve. We encourage families to vary their method of travel. Dangerous parking is not tolerated and always challenged.

To fulfil our safeguarding responsibilities the school perimeter is locked during the day and all visitors are asked to report to the Office Reception area.

Suitable provision for children with extra needs is always put into place as appropriate if learning takes place outside the classroom. This may involve specialist equipment or extra support and supervision. Careful planning and risk assessments are carried out for all trips off the school premises and appropriate support/supervision given. Children are very clear on expected behaviour and conduct during PE lessons/trips etc. and staff ensure that safe levels of working are maintained.

Our DSL (designated safeguarding lead) and deputy DSL attend regular update and training. All policies are regularly updated in accordance with new legislation. All members of staff attend yearly training and updates (biannually for PREVENT). The Head teacher ensures all relevant documents with regards to KCSIE 2022 are read by staff. DBS checks are carried out on all staff and helpers in school. The school has an up to date whistle blowing policy.

Health (including Emotional Health and Wellbeing)

What the school provides

Our Lady's is a healthy school and the well-being of each individual is paramount. Robust systems within school ensure that all medical information is communicated to relevant staff members. Care plans operate for children with additional needs and clearly record need and action. We know it is essential to work alongside the family and regular communication ensures that any changes can be implemented in a timely and consistent fashion. The school practices a nut free approach to snacks and for more information on food management please visit the policy Anaphylaxis and Food Management Policy on the website.

All staff are first aiders and their training is updated every three years through County training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Epilepsy, Diabetes and Epipen training has been provided by the School Nurse or other NHS professional to ensure that all staff are conversant with the appropriate action or medical procedure required. As medical conditions are presented appropriate training is always implemented.

Our school nurse is always available to discuss any concerns or to give advice. Other professionals including Educational Psychologist, SLCN Therapists, OT, PT, HI and VI specialists may work with your child in school as appropriate. Parental permission will be sought.

We encourage any medicine, including antibiotics, to be taken outside the school day where possible. On occasions where medicine is required throughout the day a medical form must be completed, outlining clear instructions and authorisation provided for a member of staff to give a child medicine.

Within our policies we have an emergency protocol which clearly specifies what action would be taken depending on the event/incident.

Communication with Parents

What the school provides

At Our Lady's we know that parents play a key role in the learning process and the relationship between home and school is crucial to success. We have spent a great amount of time developing, nurturing and communicating, and our relationships with parents are positive.

Our School works closely with our own nursery and other pre-school settings. Any children starting in Reception with an additional need will receive a visit from the SENCo in their last term at nursery. A transition meeting will be held for parents, nursery staff, reception class teacher, SENCo and any other appropriate professions to discuss the child's needs and any appropriate provision that needs to be put into place. Nursery staff and the SENCo are then able to discuss appropriate strategies to support these children in school. The Reception Teacher has individual meetings with all parents of the children starting in September.

For children entering other year groups at different times other than September (Non-Routine Admissions), children and their parents will be invited to visit Our Lady. The SENCo will then liaise with the child's previous school to establish if any specialist provision is required to support the child. In order to provide the appropriate support when he /she arrives in our school information will be shared with relevant staff to ensure as smooth a transition as possible. Liaison with appropriate services will continue as appropriate.

In preparation for the transition to high school, in the Summer Term of Year 6, the SENCo/Class Teacher will meet with the SENCo or designated teacher from the high school to discuss individual pupils and their needs. All children are invited to a 'taster day' at their allocated high school. Additional visits are planned for those children who require them, in order to familiarise themselves with the new school environment.

Following Teacher Assessments, Pupil Progress meetings are held between the class teachers and the Headteacher. During this meeting, the progress of all children is discussed. For some children, who may not be making expected progress, intervention will be discussed and implemented. For other children, it may be appropriate for school to seek advice from outside agencies. In these cases, parental consent will be sought. The SENCo will be pleased to support parents with any appointments and attend with them if requested.

Some of our children will require an Individual Education Plan. This is written by the class teacher, supported by the SENCo and shared with parents. The Plan will be reviewed termly and parents are invited to discuss the provision for their child's needs. Once the new targets have been agreed and appropriate interventions and support discussed, parents will receive a copy of the Plan.

There may be other times throughout the year when teachers have concerns regarding a child who may have, or develop an additional need. In this case, they will discuss these concerns initially with the SENCo, who will then invite the parents into school to discuss a plan of action. Parents are given a copy of IEPs and asked to sign a copy for school.

Communication with Parents

All parents have the opportunity to attend Parents' Meetings (October and February). These are conducted through the virtual platform, School Cloud. At the end of each academic year (July) parents are provided with a detailed written report. The SENCo is available, in addition to the class teacher on these occasions, to meet with parents if required. The teachers and SENCo are also available at other times to discuss concerns with parents. A mutually convenient time for this meeting can be arranged and if appropriate, other professionals may be invited.

Our school policy is always one of openness and we ask that any concerns or celebrations are shared, so that together we can ensure that each child's needs are met

Working Together

What the school provides

At Our Lady Star of the Sea we continuously strive to live our school mission statement through all actions, thoughts and words. We place Christ firmly at the foundation of the entire learning process. Underpinning this is the recognition that each person is unique and should be valued and respected. By encouraging, inspiring and challenging each person to fulfil their true potential the hope is, that they will indeed, feel precious in God's eyes. Our vision is of a whole community working hand in hand in openness, honesty and trust. We pride ourselves on being a listening school and would therefore always encourage you to share your concerns with us.

'With little steps together we can bring change'. We have active student and class councils, who work together to share ideas, solve problems and make things happen, leading to a happy school where we all trust and value each other for who we are. Every class in school has their own council which is organised and run by every member working together. These councils give all children and staff the chance to share ideas and concerns and problem solve together. All these shared times are based on trust and children are supported and challenged to develop their understanding of themselves and each other. Listening to others and celebrating ideas is a key skill which transfers to all other areas of life. These councils feed into our student council which meets on a monthly basis.

Our Student Council is made up of two representatives from each class who have been elected through a fair democratic process. Each time the student council meets a formal agenda helps to guide the children through the discussion process.

We also have an ECO Council which is led by our Year 5 children. Since it was formed, this Council has impacted different areas of school life and has led to whole school improvement we are currently building a school allotment a vision of the Eco council of 2022.

All governors are active members of the school community and provide a solid base on which the school can continue to grow and develop from. They support the head teacher in all aspects of school life providing counsel and practical support, fulfilling their key role as a critical friend successfully. Working with the head teacher they monitor progress carefully and review the schools provision for children with additional needs.

All parents are encouraged to take an active part in school life and there are many opportunities to 'get involved'. Whilst over the last few years, Covid-19 restrictions have limited the opportunities that we have been able to offer for parents, we are hopeful that we will be able to resume our annual programme of events during this coming year.

What help and support is available for the family?

What the school provides

At Our Lady's we know how important it is to work successfully with families. It is essential that we continue to work to nurture these relationships, providing support when needed and challenge when the time is appropriate. We are continuously trying to build communication, providing opportunities for parents to explore how school systems and procedures work.

All staff are ready to help and are available to speak to and will always support families problem-solving together. We provide a range of opportunities for parents which develop an understanding of how we teach strategies within school.

We are also aware that in our changing society there are those families who need additional support. We are always proactive in this area and will provide immediate support or help families to seek advice from other agencies who can offer more suitable support. This level of working together can only be achieved through trust and openness; we trust you to make the right decisions for your child and we hope that you will also trust that we too have your child at the heart of every decision we make. Our SENCo has a list of outside agencies and their contact numbers if needed. In addition to this, the quarterly Lancashire Find Newsletter is posted on the school website this is "The special educational needs and disability (SEND)" newsletter for all Lancashire families.

Transition to Secondary School

What the school provides

The majority of our children transfer to St Bede's Catholic High School who make arrangements to see their pupils before transfer. Our children are able to visit St Bede's during their time in Year 5 and 6; with an induction day during their final term at primary school. During this induction day they get the opportunity to experience life at high school and meet their new form teachers. Any child with special educational needs social and emotional needs, disabilities, medical conditions or any other need is offered the opportunity to make additional visits so that they are well prepared and feel comfortable in their new secondary school were possible.

Throughout the whole year we work closely with our colleagues at St Bede's and we are usually involved in many shared activities (these have been restricted recently because of Covid-19 but we are hopeful that they will resume fully this year). This helps to ensure that our children's transfer to secondary education is as smooth and problem free as possible.

We always seek to make the move from primary to primary and primary to secondary school as successful as possible so that you and your child are not feeling over anxious about anything over the longer summer break. In preparation for the transition to high school, in the Summer Term of Year 6, the class teacher will meet with the head of Year 7 to discuss each individual child. In addition the SENCO will meet with the SENCO or designated teacher from the high school to discuss individual pupils and their needs. For children moving between primary schools support will be given and a meeting or discussion between the SENCOs of the two schools will take place so that the transition is as smooth as possible for your child.

Extra-Curricular Activities

What the school provides

School offers a variety of breakfast, lunchtime and after school activities which are available to all children, ranging from choir, dance, multi-skills, netball, rugby, football, music tuition, gardening etc. This year we are hopeful that we can re-introduce all of these activities. All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly. Additional staff provide 1:1 support at lunchtime, swimming and off-site trips where necessary. Risk assessments are written to measure any potential dangers. Registers are kept for all the extra-curricular activities. Parents can enquire about various clubs and activities for pupils with SEN within the school community. The majority of these activities are free to access and where a cost is involved clear information is provided to parents.

To ensure that all children are given the opportunity to access a range of activities during their school career the school carefully organises a yearly timetable offering clubs to specific year groups.

Although we are unable to offer before and after school care due to the restrictions of our building, we do signpost parents to suitable care. Currently we have a strong link with St Thomas' breakfast and after school club. Staff from St Thomas will deliver and collect children from school. (Some of the staff working at these breakfast/after school clubs are from Our Lady's School).

Details of holiday activities within the community are regularly sent out to parents. This information includes details of cost, arrangements etc.

