

# School Information Report – SEND

**Name of School:** St Jude's Catholic Primary

**School Number:** 359/3431



<b>School/Academy Name and Address</b>	St Jude's Catholic Primary School, Worsley Mesnes Drive, Wigan, WN3 5AN		<b>Telephone Number</b>	01942 204091
			<b>Website Address</b>	<a href="http://www.saintjudes.wigan.sch.uk/">http://www.saintjudes.wigan.sch.uk/</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details</b>	
<b>What age range of pupils does the school cater for?</b>	3 - 11			
<b>Name and contact details of your school's SENCO</b>	Mrs R. Cregan SENCo 01942 204091 <a href="mailto:r.cregan@saintjudes.wigan.sch.uk">r.cregan@saintjudes.wigan.sch.uk</a>			

<b>Name of Person/Job Title</b>	Mrs R Cregan SENCo EAL Lead Year 1 Class Teacher		
<b>Contact telephone number</b>	01942 204091	<b>Email</b>	<a href="mailto:r.cregan@saintjudes.wigan.sch.uk">r.cregan@saintjudes.wigan.sch.uk</a>

I confirm that our school information report has now been published on the school website. This version has been amended and updated in Autumn 2023, via a collaborative process with governors and parents.

<b>Please give the URL for the direct link to Wigan's Local Offer</b>	<a href="https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx">https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx</a>		
<b>School Website</b>	<a href="http://www.saintjudes.wigan.sch.uk/">http://www.saintjudes.wigan.sch.uk/</a>		
<b>Name (Head teacher)</b>	Mr. D. Wilson	<b>Date</b>	Autumn 2023

<b>Accessibility and inclusion</b>
<p>How accessible is the school environment?</p> <p>Is the building fully wheelchair accessible?</p> <p>Do you have accessible parking spaces?</p> <p>Have there been improvements in the auditory and visual environment?</p> <p>Are there accessible changing/toilet facilities?</p> <p>How do you improve access to the setting?</p> <p>How accessible is your information? - including displays, policies and procedures etc.</p> <p>Do you have information available in different font sizes, audio information, Braille, other languages etc.</p> <p>How does the setting communicate with parents and families whose first language is not English?</p> <p>How information is made accessible to parents and families with additional needs?</p> <p>How accessible is the provision?</p> <p>How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources?</p> <p>Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?</p> <p>Do you have specialised equipment (eg; ancillary aids or assistive technology?)</p>

**What the school provides:**

The school is fully wheelchair accessible. Access to school for pupils and parents with disabilities is by the main entrance. Accessible parking spaces are available for the public and disabled persons. Disabled toilets are available for wheelchair users if the need should arise. Along with changing facilities in our Preschool.

The school has recently had the school playground, including EYFS, redone in order to improve the visual environment. We have also recently had outdoor speakers added to our playground.

A change in font sizes or other languages can be done through school. Braille and audio information available if requested.

Information is available on the following: school website, school social media page and on regular newsletters. Communication with parents is crucial and therefore if families whose first language is not English need to access information, they can change the language settings on the school's website, to their first language to access any of school's information. Additionally, this can also be printed for the at the school office. When communicating verbally, if needed an interrupter is requested or support from the EMTAS team. For parents or families with additional needs meetings can be held at school with the SENCo to go through any information or to help fill in any documentation they may find difficult to understand.

Most classrooms have a visual timetable with pictures to show a run through of the day. Any other visual signs, symbols or graphics are prepared by class teacher for those children who require this. The school also has a range of computing programmes for pupils with SEN in addition to headphones, laptops, computers and interactive whiteboards installed in every classroom.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. No specialist equipment at the moment, as it is currently not required.

**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:**

Early identification of children with SEN is vital. In St Jude's, the class teacher informs the SENCo and together a meeting with parents is held at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support which is reviewed three times a year in consultation with all the parents, child and staff through our Child Centred Plans. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators. Children who have been provided with an individualised programme receive one-to-one support daily from a teaching assistant. In addition, each class benefits from some teaching support in the school week. Intervention programmes are in place and delivered by a named teacher. Children and classes supported vary across the year, dependent upon evaluation of impact and progress.

Children can be screened for a wide range of needs and assessed by outside agencies employed by the school, such as TESS and Educational Psychology. In the case of children with specialist, specific or medical needs specialist support, equipment and training is provided by the school nurse for all teachers who work with the named children. There are 9 members of staff who have completed Paediatric First Aid Training, 2 members of staff have completed the 3 day Designated First Aid Training.

When sitting examinations children with SEN can be supported one-to-one, have timed breaks, be granted additional time, sit exams in a quiet setting or work in a small group to aid concentration.

The SEN provision map records the type of intervention a pupil or groups of pupils are receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. Target Tracker also tracks progress, monitoring pupils receiving the Pupil Premium as well as pupils with SEN. In addition to this the school works closely with the local authority to maintain its SEN provision in line with the 2014 Code of Practice.

### **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**

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to contribute to the review via a pupil voice or by attending the meeting, whichever is more appropriate.

Parents and pupils are invited to contribute formally to the review of interventions and support during parents evening. However, the school operates an Open-Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school on a termly basis through Target Tracker or with the aid of Progression Steps.

### **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:**

Risk assessments are carried out as required by all staff members; however, they are monitored and checked by the School Business Manager (Mrs A. Shaw) and Headteacher (Mr D. Wilson) before they are approved. They must also be submitted onto Evolve.

If required, a handover is carried out by the teaching assistant or class teacher to the appropriate parent/guardian. A minimum of two members of staff on supervision at break and lunch time are first aid trained, with 1 of the 2 designated first aid members of staff always available. Lunchtime support staff also supervise children in the play areas at lunch times with additional sporting companies, such as Wigan Athletic, organising play activities during the lunch period.

Support is available in every class at some point throughout the week, but some classes have additional adult support if required.

Parents can access the Anti-Bullying Policy and all other relevant policies on the school website under the 'Policies' section.

**Health (including emotional and well-being)**

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 is 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:**

The school adheres to a strict medicine policy which is available to view on the school website. Medicines are administered during the school day in line with the school policy. All medicine is recorded in a medicine file along with details of dosage and frequency and parents sign and complete the necessary forms to grant authorisation to the school to administer medicine to their child.

Care plans are updated by the pastoral manager (Mrs M. Ashurst) and parents as required. The relevant Class Teacher retains a copy and a master is kept in the medical records in the school office; along with identifiable boxes of medication.

Each class has access to a regularly checked first aid box and pupil medication bag for inhalers. In the case of a medical emergency the child's care plan is followed.

We have qualified first aiders around the school who are will always be available to help.

### **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 (eg 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:**

The website contains details of all staff currently employed by the school. All staff carry an identification card which provides photographic ID along with the relevant DBS details.

The School operates an Open-Door policy, has 2 parent evenings a year and provides an annual written report which provides opportunities for parents to discuss the progress of their child. A third, optional parents evening, provides parents with further opportunity to discuss aspects of their child's report.

As of 2019, we now offer an open day for parents to come and look round the school ready for their child to start Reception. We also provide 3 inspire days for Reception starters to come and get settled in.

We also use the apps Parent mail and Class Dojo to communicate with parents.



### **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:**

There is an active School Council for pupils to contribute their own views.

Parents are consulted about their child in Parent Evenings, annual questionnaires, and at Annual Reviews.

Elections to the Governing Body are held in the event a vacancy arises.

The SENCo or Pastoral Manager, invites other professionals into school to support families when appropriate. For example, Startwell and Embrace.

### **What help and support is available for a 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 parent's 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:**

The Class Teacher, Head Teacher, School Business Manager, Pastoral Manager or Receptionist can offer help with forms if this is required.

The school has held parent's meetings to provide information and guidance to parents. All school staff, including the SENCo, Headteacher and Pastoral Manager, would provide help and support to any parents as and when required.

If a parent required a Travel plan to get their child to and from school this would be dealt with by the class teacher, SENCo and Head Teacher.

### **Transition to secondary school**

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

#### **What the school provides:**

Each Year pupils visit their forthcoming Secondary School for taster sessions and Secondary Teachers, including the SENCo, from the Local Schools visit to help ease the transition from Year 6 to Year 7.

Teachers from all local feeder primary schools meet on a regular basis throughout the school year and assist the children in the completion of transition activities.

Extra visits are planned for children who require further transition to ensure the movement is smooth. This includes assisting the children when using public transport to access the secondary school. Furthermore, activities are planned in one-to-one sessions which provide the children with resources which will help them settle into secondary school quickly.

### **Extra curriculum 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 Jude's operates a daily Breakfast Club which is available to all pupils at a cost of £4.50, and starts at 7.45am. An After-School club is available to all pupils; however, a place must be requested. The cost of after school club is £7, and is available until 5.15pm.

There are opportunities for pupils to take part in a weekly music lessons (a range of brass, woodwind and string instruments are offered as well as guitar and keyboard), a range of sports and art.

The Clubs are available to all the pupils in the designated age range assigned to that activity.

Music lessons and after school club activities are usually charged however this can depend upon the activity (contact the school office for more detailed information).

### **Admissions (for pupils with SEN or a disability)**

What are the arrangements for admission for pupils? (Including SEN and disabled pupils)

What steps have the school taken to ensure disabled pupils are not being treated less favourably than other pupils?

#### **What the school provides:**

All pupils starting at school age, including SEN and disabled pupils, will need to fill out a registration form, either collecting this from our school office or online. For online forms, please click on the following link:

<http://www.saintjudes.wigan.sch.uk/parents/applying-for-a-place-at-st-judes>

In year transfer students, including SEN and disabled pupils, will need to contact Wigan council admissions. For more information, please follow the link:

<https://www.wigan.gov.uk/Resident/Education/Schools/School-Admissions/Moving-Schools.aspx>

When joining the school, parents will be asked to state any specific needs their child has, in order for us to put the support in place at school.

Our school ensures that all children are treated the same and we would therefore not treat anyone differently due to an SEN need or disability. Class teachers and support staff ensure they are there to help and support all pupils within our school that may need any additional support. All children are treated fairly.