



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Haslingden St. James' Church of
England Primary School

School Number: 14028

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/ Academy Name and Address	Haslingden St. James' Church of England Primary School, Regent Street, Haslingden, Rossendale, Lancashire, BB4 5HQ		Telephone Number	01706 214134
			Website Address	www.haslingden-st-james.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:	
What age range of pupils does	Nursery: 3-4 year olds			

the school cater for?	Primary: 4-11 year olds
Name and contact details of your school's SENCO	Mrs Kathryn Jamil

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	Mrs Kathryn Jamil SENCO		
Contact telephone number	01706 214134	Email	k.jamil@haslingden-st-james.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			
Name	Special Educational Needs and Disability Local Offer	Date	September 2025

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 (eg; ancillary aids or assistive technology?)

What the school provides

The school has undergone changes throughout the years and school is wheelchair accessible. To ensure access for children and parents with disabilities, the main entrance is on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for the public and disabled persons on a car park to the side of the school. Disabled toilets are available for wheelchair users in the nursery and primary setting.

Bilingual teaching assistants are available to help support parents and children with English as an additional language where possible.

Furniture is modern and of a suitable height for the age group of children being taught in that classroom. The interactive whiteboards are of a suitable height for each year group and there is one in every classroom. Learning areas are clearly labelled and pictures are used in the infants to support children's access to resources and understanding. This practice is continued in the juniors where applicable to individual children.

The school has a range of interactive computer programmes to aid children with special educational needs, in addition to iPads, headphones, computers and interactive whiteboards.

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 is vital and outside agencies are used to help with advice with the provision of intervention strategies. Parents are informed immediately if there are any concerns and parents are included in any support plan.

The class teacher and special educational needs coordinator monitor children's progress in line with school practices. In turn, this is monitored by the headteacher.

In the case of children with disabilities or other medical needs, specialist support, equipment and training is provided by the SEND service and NHS.

Teaching assistants and teachers are familiar with supporting children with Speech and Language programmes and work in partnership with the Speech and Language Therapist. Staff also have experience of working with children with English as an additional language.

Staff have had experience of working with children on the Autistic Spectrum, with behavioural and emotional difficulties, with mild and moderate learning difficulties, with Speech, Language and Communication difficulties and with English as an additional language.

Recent training has included looking at supporting children with dyslexic tendencies and English as an additional language. In addition, training has been undertaken supporting children with Autistic Spectrum conditions, ACE's and attachment.

When sitting examinations, children with special educational needs and an Educational Health Care Plan may be supported 1:1, and may be granted additional time and sit tests in a quiet setting to support.

The special educational needs provision map records the type of intervention a child is receiving, the duration and progress. The schools in-house tracker clearly tracks progress termly and provides data, monitoring children receiving Pupil Premium as

well as children with special educational needs. PIVATS (Performance Indicators for Value Added Target Setting) is used to assess children and is a system to inform target setting for children whose performance is outside national expectations and works alongside statutory assessment. School also use PIVATs (PSED) to assess behavioural, social, emotional and developmental needs.

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. Children are also asked to make a contribution and included in the review process. Children's individual education plans are reviewed and produced at least termly and the school operates an open door policy with concerns a parent may have.

Children's progress is monitored throughout the school and children are provided with additional support where needed. The school's learning mentor helps to support children when issues arise and feeds back to staff and parents.

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 Senior Leadership Team carries out risk assessments where necessary and these are updated regularly. Teachers undertake thorough risk assessments, which are monitored and passed by the Educational Visits Coordinator, before trips and visits can take place. These record any additional adult support needed and medical needs.

A teacher and a teaching assistant are on duty to supervise children each break time and a member of staff is always outside on the infant and junior yard at the start and the end of the school day. Some teaching assistants also work as welfare staff, supervising and supporting the children at lunchtime.

A team of teaching assistants are deployed throughout school in order to support children's learning and personal needs. The schools learning mentor and ELSA (Emotional Literacy Support Assistant) is also available to support any arising issues and deal with these promptly.

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

All medication is recorded, with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Staff are aware of children with Asthma and children's inhalers are kept clearly labelled in classrooms, so they are accessible when needed.

Teaching assistants and teachers are kept up to date with First Aid training, to ensure that they are familiar with what action to take in the event of an emergency. Early Years staff are also paediatric first aid trained. The school would contact emergency services and parents/carers in the event of an emergency. There is a first aid record in the office that is completed when treatment is given and slips go home to inform parents.

The school liaises with families and the school nurse to ensure that specific medical needs are catered for and that training is provided for staff when necessary. For example, Diabetic training has been provided to ensure the relevant staff are competent with the appropriate action if required.

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

Class Dojo is used throughout school as a safe online app to communicate between home and school. Parents are invited to join and can message class teachers, TA's, Deputy Headteacher and SENDCo directly with any concerns or updates. Class dojo shared key message on the school story page including events, newsletters, updates and photos to share what children are doing in school.

The school website is continually being updated and contains details of all the staff currently employed by the school. The headteacher informs parents of any staff changes and events taking place in school. Newsletters are sent home weekly on Class Dojo and available on the school website to keep parents informed of changes and up and coming events. The school operates an open-door policy and encourages parents to come into school with any concerns. In the same way, school staff contact parents immediately should any concerns arise in school.

The school holds two parents' evenings a year to provide opportunities for parents to discuss the progress of their child. In addition to this, there are end of term Individual Education Plan reviews with parents and class teachers, to discuss progress and next step targets. An annual report is sent home at the end of the summer term and parents have an opportunity to come into school and discuss this with the class teacher.

The school holds an open day in the Autumn Term and there are often other opportunities for parents to come into school on an informal basis.

The school takes part in Lancashire's Parental Attitude Questionnaire on a bi-annual basis. The school receives a detailed analysis of this information enabling it to act upon any issues raised.

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

The school has a school council for children to contribute their own views and have their say. St. James' has an eco council, faith council, sports council and wellbeing

team that is made up of members voted in by each class. There are also head and deputy head students nominated each year in Year 6. Parents are encouraged to have their say about their child's education at parents' evenings, Individual Education Plan reviews and annual reviews. There is also an open evening for parents to come and discuss their child's end of year report. The school takes part in Lancashire's Parental Attitude Questionnaire on a bi-annual basis. The school receives a detailed analysis of this information enabling it to act upon any issues raised.

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

The school special educational needs coordinator or headteacher can offer help with forms if this is required. Parents should telephone school or call in and make an appointment.

The school business manager and office staff can help with filling forms in and online applications e.g. primary school and high school admissions. There are also bilingual teaching assistant to provide support for parents with English as an Additional Language. Google translate is also used where needed and translated messages into home language for parents. Class Dojo also offers parents translation support for key messages and posts.

The office may send out text messages to parents to remind them of up and coming deadlines when forms need to be completed.

Transition to Secondary School

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

What the school provides

Later in the summer term there is a class swap morning for children to move to their new classes and work with their new teachers and teaching assistants. This helps to reassure children about their new classes for September.

Teachers and teaching assistants also have time in the summer term to liaise with each other about their new class, ensuring consistency in transition and passing on information about any medical or learning needs etc.

Each year children in Year 6 visit their forthcoming Secondary School for a taster day. The school special educational needs coordinator may also arrange additional visit(s) to Secondary Schools where needed, meeting support staff and photographing the setting for the children to take home, to familiarise themselves ready for transition in September, creating a scrap book.

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

All school clubs, activities and visits are open to all children and planned so everyone can access them.

There is a breakfast club each morning run staff know to all the children. Please ask at the office for further information about costs and times.

There are opportunities throughout the year for children to participate in free lunch time and/or afterschool sport clubs. These are run by a variety of providers or staff and are inclusive for all. These clubs include activities such as multi-skills, lego club, sensory room, handball, hockey, basketball, netball and gymnastics.

School also has a sensory room that is available for children to access during the school day and at lunch time.

Each year there is a health and fitness week when all the children are encouraged to join in with a range of free activities, including cycling proficiency. Reception take part in bikability throughout the school year lead by staff in school.

Outdoor spaces for learning are available with access to a reflective garden, outdoor classroom, outdoor climbing area, eco garden and forest school.

In addition, classes use trips throughout the year to enhance the curriculum for children and provide new experiences.

Please also find the following policies to support:
SEND policy, Intimate care policy, Safeguarding policy, Inclusion policy, SEND Information Report.