



SEND Local Offer

School/Academy Name and Address	Great Harwood St John's C of E Aided Primary School.		Telephone Number	01254 885926
	St John's Street Great Harwood BB6 7ES		Website Address	https://www.greatharwoodstjohnscofeprimary.com/
Does the school specialise in meeting the needs of children with a particular type of SEND?	No	Yes	If yes, please give details:	
	✓			
What age range of pupils does the school cater for?	4 - 11			
Name and contact details of your school's SENCO	Mrs Katie Smith 01254 885926			

Name of Person/Job Title	Mrs Katie Smith - SENCO Miss Tracey Parker – Headteacher		
Contact telephone number	01254 885926	Email	k.smith@st-johns-greatharwood.lancs.sch.uk head@st-johns-greatharwood.lancs.sch.uk

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	https://www.greatharwoodstjohnscofeprimary.com/send/		
Name	Mrs Katie Smith Miss Tracey Parker	Date	September 2025

Accessibility and Inclusion

- How accessible is the school environment?
Due to the nature of our buildings neither site (St John's Site or Nuttall Avenue Site) is fully accessible for wheelchairs. Wheelchair access is available into the main school hall, however from there stairs prevent further access. There are no wheelchair accessible toilets on site. There are no accessible parking spaces as there is only street parking available for the school.
- How accessible is your information?
Policies and other relevant information are kept on the school website and are accessible to all. All information is available in alternative formats upon request – however there may be a slight delay in arranging for this. We make personal provision for families with additional needs that we are aware of.
- 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?
All resources are appropriate for the age and ability of our children and they have equal access to them. There are many dual language displays around the school. Furniture is appropriate and specific to the children's needs. We gain access to any specialist equipment if and when necessary. Classes make use of a visual timetable for specific children where needed.
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)
There are some children in school who use specialised equipment such as sloping boards, specialist chairs and I-Pads.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEND?
We use a variety of sources to identify SEND. This may include teacher or parental referral or from external agencies. We have close links with the local preschools and nurseries and share information before children start at St John's. Assessment data is collected regularly and this helps the school track and monitor the children very carefully so that any SEND needs are picked up quickly. Following each data collection additional support is put in place for children who have not made the expected progress. The curriculum in each class is adapted to meet the needs of different children.
- What additional support can be provided in the classroom?
The school has a very high level of additional support in the school. Each class has at least one teaching assistant with some classes having two additional adults. Where additional needs are identified support is moved around the school to meet the needs as required. The class teacher is well aware of all the needs within each class and plans accordingly.

Where specialist provision is required this is supplied by the school through outside agencies. The class teachers work closely with the SENCo to develop in class support as well as additional 1-1 support as required depending on needs. All teaching assistants are well qualified and some are more specialist in certain areas such as our bi-lingual teaching assistants, emotional literacy support assistant and other staff who are trained to deliver specific intervention programmes. All additional support is displayed on a provision map and these are updated on a regular basis.

- 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)

The school works with a variety of specialist teachers to ensure that all children who require additional support get what they need. Where resources are suggested for individuals or small groups then it is purchased or sourced by the school. Specialist teachers have been bought in to support the developing needs of individual children as they arise. The provision maps in school show the support children are receiving whether this be group, paired or individual intervention. At St John's we use a wide range of intervention programmes to target maths, English, speech and language, emotional literacy and also fine and gross motor skills.

- What SEN and disability and awareness training is available to all staff?

The SENCo regularly attends a variety of CPD to ensure that she is up to date with the latest information. This is shared with all staff as required. The teaching assistants in school take part in the appraisal process and they are given targets which are linked to their CPD. In order to complete CPD for the teaching assistants they will attend appropriate courses and also participate in training within school. Specialist trainers have been bought in to provide support for teachers with children who have identified ASD, SLCN, SEMH and physical needs. We seek specialist advice from outside agencies where appropriate. Staff receive basic first aid training with a number of staff being trained in paediatric first aid. All staff on site have received asthma awareness and epilepsy training and this is repeated annually.

- What staff specialisms/expertise in SEN and disability do you have?

We have no specialist teachers in school however several staff have received specialist ASD and ADHD training. Several teaching assistants have specialist training in delivering speech and language programmes. Some teaching assistants have been trained on intervention programmes such as mathematics and English support. We have a member of staff trained as an Emotional Literacy Support Assistant.

- What ongoing support and development is in place for staff supporting children and young people with SEND?

The SENCo is always available to give all staff support and advice for all our SEND children. Where specialist training is required this is provided by the school and also from outside agencies. Where needs are identified future planning is put in place to ensure staff have the right information to deal with children as they come through the school for ASD, ADHD and medical needs. Teaching assistants receive annual appraisals to ensure the children they work with make progress and any training can be updated. The SENCo keeps a log of any training that has taken place within school or from outside agencies linked to SEND and TA's.

- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

The school carefully considers all children when it comes to any testing and ascertains whether or not it is appropriate for children with additional needs to sit those tests. We follow national guidelines when adjustments in arrangements are needed. This may include what is normal classroom practice such as reading support.

- How well does your SEND 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?

The school has a comprehensive SEND provision map which is updated at least termly. Data collected is analysed by the SENCo and Headteacher. From this the provision map is altered to provide additional support where needed in the school. Teachers and teaching assistants are deployed or increased depending on the needs identified. Assessment data indicates that the overall majority of children with SEND make good progress in line with their peers.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?

The school is proactive in involving all agencies required when holding reviews for children with additional needs. All children with an EHCP are reviewed annually in line with statutory requirements. Parents are also free to come in and discuss progress and further needs they feel their child has or developed within the year so that we can fully support the individual. All key people including the child, if appropriate, are asked to contribute to meetings to ensure the best outcomes for the child.

- What arrangements are in place for children with other SEND support needs?

The SENCo regularly reviews resources and audits equipment to ensure we have what each individual child requires. All children with identified SEND have an IEP or IBP which is reviewed termly or more regularly depending on their needs.

- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

All pupils including those with SEND are assessed on an ongoing basis but more formally at least termly to ensure that progress is being made. Quality provision mapping and effective tracking is in place to ensure that if children are not making appropriate progress they are identified early so that further support or a change in provision can be made to improve the outcomes for the child. Teaching Assistants working with individuals and or groups give feedback to the teacher and SENCo on the progress of their children. Senior teachers including the SENCo regularly monitor the provision in place for children within these groups. IEPs and IBPs are evaluated and amended termly or more regularly based on needs of the child. Intervention programmes are also reviewed to see how effective they have been and what impact they have made.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?

General risk assessments are carried out for many different aspects of school life, such as PE, school grounds and transition between buildings. Specific risk assessments are carried out in line with Lancashire policy and the EVOLVE system is used for school trips and off site visits. All staff undertake risk assessments and these are checked by the EVC and then authorised by the Headteacher.

- What handover arrangements will be made at the start and end of the school day?

Children can come into school from 8.45am. No pupils are allowed on the yards before this time unless accompanied by an adult. Pupils at Nuttall Avenue site are dropped off and picked up by a known adult. Older children meet parents or older siblings in the school yard before going home. Class teachers see all classes out and the Headteacher or senior teacher remains on the yard until all children are picked up.

- Do you have parking areas for pick up and drop offs?

There are no specific parking spaces for picking up and dropping off. Parents are frequently reminded not to stop outside of school or drive around the Nuttall Avenue site.

- What arrangements will be made to supervise a child during breaks and lunchtimes?

Class Teachers, Teaching Assistants or the Headteacher supervise children at playtimes. There is a dedicated team of welfare assistants at both sites to supervise the lunchtimes. Teachers remain on site to support where necessary. Additional members of staff have been recruited where specific needs have been identified for individual children.

- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)

All risk assessments are in place for working outside the classroom. Class teachers do 'dynamic' (on the spot) risk assessments prior to any lessons outside the normal classrooms. There is always the appropriate number of adult supervisors for school trips. Where required additional supervision is put in place for any 'at risk' pupils.

- Where can parents find details of policies on anti-bullying?

The school takes any form of bullying very seriously and has good policies in place to deal with any reported incidents of bullying. All policies are updated regularly and these are on the school website. Parents may also request a paper copy if required.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?

The school has a comprehensive medicine policy which is available on the school website. Where medicines are needed in school parents are requested

to fill in the relevant form which gives a specific staff member permission to administer the medication. Staff then record when the medication has been given to the child. Medicines are kept in the school office, a locked cupboard by the staffroom or staffroom fridge. Where specialist medication is required daily then the class teacher or class teaching assistant will receive the appropriate training in order for us to facilitate this. For emergency medical procedures all class based staff are trained to administer medication. Reliever inhalers are kept in class to be used by the children. Each class has an emergency inhaler that can be used if a child's own inhaler breaks or won't work properly, the necessary permission forms will be completed in order for children to use these emergency inhalers.

- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Where a care plan is needed this is done with senior staff, class teacher, parent and school nurse/ specialist nurse as required. Where necessary all children on a care plan are identified to all school staff through meetings and a first aid folder in the staff room. Health and safety is a weekly standing item on staff meeting agendas.

- What would the school do in the case of a medical emergency?

The majority of staff in school hold first aid qualifications and we fulfil legal requirements for paediatric first aiders. The school nurse has held different virtual training sessions on how to deal with certain emergencies that may occur in school (asthma attacks/Buccol training etc). The school has an emergency response plan in place which all staff are aware of. This is updated annually and shared with staff. New/ visiting staff are briefed on school procedures on entry to the school.

- How do you ensure that staff are trained/qualified to deal with a child's particular needs?

Where particular needs are identified class based staff are trained to deal with them. We seek advice and specialist training as required.

- Which health or therapy services can children access on school premises?

Year 6 and Foundation Stage pupils have their weight and height monitored in line with the governmental programme. Eye tests are also carried out. The National Flu programme is also carried out in school. Speech and language therapists visit the school to work with children as required. A speech and language specialist works with the school once a fortnight for children throughout the school. We have used play therapy in school and facilitated children attending other therapies as required following TAF (Team Around the Family) meetings. There is a fully qualified Emotional Literacy Support Assistant who supports children throughout school. Specialist teachers are brought in to work with children with specific identified needs following SEND reviews. All pupils have age appropriate health education sessions. Posters available around school with any national helpline numbers such as Childline.

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?

There is a staff list on the school website and each parent is made aware of who their class teacher will be during the transition meetings. On entry to the Foundation Stage all pupils are allocated a 'Key Worker' who remains with them throughout the year. The class teacher is the first point of contact for parents. The Headteacher and senior teacher at Nuttall Avenue are available most mornings and after school where concerns about children can be quickly dealt with.

- 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?)

The school does have an 'open door' policy and where possible teachers will see parents at the beginning or end of the school day when requested. The Headteacher also makes herself available each morning and after school on most school days. Where this is not possible appointments can be made via the school office with the relevant member of staff. Our Home/School Liaison officer works throughout the whole of the year so that parents have someone to turn to in the holidays if needed.

- How do you keep parents updated with their child/young person's progress?

Parents are free to ask about their child's progress at any time of the year. We hold three parent consultation evenings each year where progress is discussed. An end of year report is given each year with detailed information on a child's progress and attainment over the year. Where concerns are raised in school about the progress of a child then parents are requested to meet with the class teacher to discuss support. Children with an Educational and Health Care Plan have annual review meetings to further discuss progress. All children on the SEND register have an IEP (individual education plan) or IBP (individual behaviour plan) which is shared with the parents.

- Do you offer Open Days?

We actively encourage all new parents to look around the school before making their decision on which school to send their children to. Parents are shown around the school by the Headteacher or Deputy Headteacher so that all questions that they may have can be answered. We hold information evenings for Foundation Stage pupils as well as Year 6 about end of key stage tests, transition and outdoor adventurous activity breaks.

- How can parents give feedback to the school?

We invite parents into school regularly to take part in activities like worship, family lunches as well as special events etc. we ask for written feedback after these events on post it notes. Parents also give feedback during parents' evenings, parental questionnaires and the feedback form on the school reports.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council.

We listen carefully to the pupil voice in our school. The school has a School Council where children are voted for by their peers into roles of responsibility. These change annually. These children represent each class from Year 2 upwards and they take charge of listening to the views of the children and feed them back to the teacher in charge of the School Council. We have a Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl who are voted for by

the other children in school. We also have a group of 'Shining Lights' who help to lead worship in school. In addition to this two of our Year 6 pupils are Wellbeing Warriors who take the lead in supporting health and sports activities in school. Each year a pupil questionnaire is used to take account of the pupils' views. When any review meetings are held then children are invited to attend at an appropriate time.

- What opportunities are there for parents to have their say about their child's education?

As mentioned the school has an open door policy and parents are welcome to share their views at any time. Each year we send out a parental questionnaire. We hold three parent consultation evenings each year for all pupils and SEND reviews are held regularly.

- What opportunities are there for parents to get involved in the life of the school or become school governors?

We have a 'Friends of St John's' committee which meet regularly to organise events for pupils and parents. All parents are welcome to join and are frequently reminded of meetings. Our Governing Body is well represented by parents of the school. All parental Governing Body vacancies are advertised as they arise.

- How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)

How do home/school contracts/agreements support children with SEND and their families?

There is a nominated Governor for SEND and they meet regularly with the SENCo to ensure the needs of SEND children are being met in the school. We have very good links with other agencies including the school nurses, social care and other voluntary groups. The school and Home School Liaison Officer work hard to ensure that all parents who require additional support are correctly signposted to the relevant agencies and are continually supported by the school. Home/school agreements are signed by all parents when the children start school.

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?

We support our families in many different ways, first and foremost we have an open door policy and all parents are welcome to speak to staff as needed. Where necessary this includes support with many different types of paperwork. The Headteacher, class teacher, SENCo or Bilingual support assistant offer this. Parents are advised of this during preschool transition meetings and through our Home/School Liaison Officer.

- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?

Parents are welcome to seek advice and guidance from any staff member in the school. Where necessary the staff member will direct them to the most appropriate service as required. Parents generally seek information from the Home School Liaison Officer. Parents can be directed to the Children and

Family Wellbeing Team for additional support where appropriate. Any information coming in to the school is passed directly on to the parents of SEND children as appropriate.

- How does the school help parents with travel plans to get their child to and from school?

The school works with the LA on travel plans if they are required. The Headteacher and SENCo would support this.

Transition to Secondary School

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

Transition, throughout the school and on to high school, is of high priority in the school. This begins with nursery visits from the Foundation Stage teacher to all pupils joining the school. Following this all pupils in the school have three transition afternoons to give them the opportunity to meet and get to know their next class teacher. This is also very important for the transition from Nuttall Avenue to St John's Site. Children with additional needs have more transition visits as required. All children from the Nuttall Avenue site visit the St John's site for worship and PE sessions. For transition to high school all pupils get the opportunity to visit various high schools in Year 5. Once they have made their choice they then complete further transition visits connected with the individual school. Vulnerable children and those with additional needs are supported through a longer transition and with support from our Home/School Liaison Officer. For those children with an Education and Health Care Plan there is a full transition review held in Year 5. We have close links with all the local high schools and as such we ensure that all children who need additional support are signposted to the relevant persons when they transfer to their chosen school.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.

There is a breakfast club available to all parents which opens at 7.30am. This is currently priced at £2.50. We subsidise the cost for all pupils so that anyone can attend. The children get cereal, toast and a drink as well as some social interaction with their friends. There is an After School Club – The Nest that children can attend from 3.25-6.00pm. We are not currently able to offer school holiday child care.

- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

There are a number of after school clubs available at different times of the year. These include sports, music, gardening and art and craft clubs these go on throughout the school year. Occasionally there may be a small charge for some of these clubs however we keep the costs as minimal as possible and often make arrangements for those who struggle to pay.

- How do you make sure clubs and activities are inclusive?
All children are invited to attend clubs which are age appropriate for them. There are some other limitations due to supervision needs. Costs are kept to a minimum and support is given to those that need it. We are not aware of any child who has not been able to participate in any clubs due to an inclusion issue.
- How do you help children to make friends?
All children are encouraged to be friends with everyone. Where required new children to the school are provided with a 'buddy' to look after them and show them around. During the lunchtime Year 6 'Playleaders' are trained to deliver activities to other children including developing social groups. During PSHE lessons all children discuss issues around friendships.

Reviewed and updated – September 2025