

ALL SAINTS CATHOLIC PRIMARY SCHOOL
OUR LOCAL SCHOOL OFFER

1. How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?

- All pupils are rigorously tracked in literacy and numeracy. Sometimes children are identified as needing support in other developmental areas such as social, emotional or motor skills. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may include small group intervention or individual support. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- If your child is new to our school then progress will be discussed with the previous school or nursery.
- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENDCo or Headteacher and your child's needs can then be discussed.
- If your child has been placed within the school's 'enhanced resourced provision' he/she will already have a diagnosis of having Severe or Complex Learning Difficulties.

2. How will school staff support my child?

- Teachers and support staff work closely with the school SENDCo to ensure that your child's needs are met and that targets which if necessary may be on a Child Centred Plan are being achieved. The frequency and type of support your child receives will depend on his/her level of need.
- If your child is allocated a place within the resourced provision they will have the opportunity to access a curriculum tailored to their individual needs.
- Some children may require the support of additional outside agencies. These agencies may work directly with the child and/or the family or they may offer support and advice which is monitored to school.
- The SENDCo will involve you in all support plans for your child. School staff will measure the impact of the support given to your child and the progress your child is making.

3. How will the curriculum be matched to my child's needs?

- The school recognises that children are at different levels in their learning and learn in different ways. Teachers plan lessons carefully to cater for the different learning levels of the children. To support all children, the school

delivers the curriculum in different ways. We offer small group support and individual support for learning when needed.

- All parents are invited to contribute to their child's support programme. We understand that children learn at their own pace so we closely monitor progress sometimes using Child Centred Plans. We will keep you informed of any progress that is made in meeting the learning targets.
- If your child has been placed within the school's Resourced Provision, depending on the level of his/her need, your child will receive small group teacher lead activities in the school's Learning Hub/and or small group teaching within the class setting. Your child will attend the learning Hub for some of the afternoon sessions which offer an alternative curriculum to the mainstream. These activities are outlined further in the Resourced Provision booklet.

4. What support will there be for my child's overall wellbeing?

- The Catholic values of our school are reflected in the School's Mission statement and our School Motto 'We shine on our own but we shine brighter together'
- Your child's welfare is important to staff and the school's mentor will liaise with all involved to promote the happiness of your child.
- The school will keep in close contact with you about your child's overall wellbeing. To support the development of positive behaviours and friendship groups we have Play Leaders and a lunchtime club. In addition, some pupils participate in 'Play Buddies'. We use Circle Time to ensure that all children are listened to and we have a School Council for children to share their views and ideas. Children know they can talk to staff about any worries they have. Pupils who require additional support to develop their social and emotional skills attend small group sessions for SEAL and Social Language classes.
- We have named staff who are trained to administer any medicines your child may need and most of the teaching assistants are trained first aiders.

5. What specialist services and expertise are available at or accessed by the school?

- The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service)

- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.
- School staff are experienced in working with pupils with Severe or Complex Learning Difficulties.

6 What training do staff supporting children and young people with SEND receive?

- The SENDCo and the Learning Hub teacher attend Local Authority Briefings to keep up to date with any legislative changes in SEN.
- The SENDCo and support staff can access training through their primary Consortia.
- All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include Deaf awareness training, Dyslexia Training, ASD awareness training, Visual Literacy etc. etc.

7. How will my child be included in activities outside the classroom including school trips?

- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.
- School provides additional adult support for pupils within the resourced provision to enable them to go on day and residential trips. Every two years these children are given the opportunity to go on a residential trip as a group.

8. How accessible is the school?

- The school aims to provide full accessibility, as far as is possible, for all pupils in accordance with DFES guidelines following the publication of the DDA, as amended in 2001. Work is identified through the Access Audit and Access Plan and funds will be directed to the highest priority.
- The needs of the pupil will be taken into account when considering the timetable arrangements, in order to ensure full access to the curriculum is available.

- All Saints has a lift and wheelchair access at a number of points throughout the school. There are two disabled toilets and full access to parking.

9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

- You will be invited to look around the school and meet the relevant members of staff. If appropriate, your child will also be invited to visit and stay for a short session before starting school. Children transferring to the Resourced Provision may experience a longer transition period.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and if necessary invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- All pupils are supported when moving to new classes and if necessary they work in a small group to prepare them more adequately. In July, children in years one to five meet their new teacher and class mates during a transition morning. The younger children experience a longer transition period.
- When moving to a new school we develop a transition plan in partnership with you, your child, the new setting and the specialist staff supporting your child to ensure that they enjoy a smooth transition. When appropriate, a child will be provided with a personal transition plan. For pupils in the resourced provision this process begins in year five or early year six and involves the education officer. It may be necessary to apply for an EHC plan for your child to facilitate a move to appropriate provision.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

- The school's SEND budget is allocated to meet the needs of the children on the SEND Register.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEND budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.
- We also use the budget to ensure that where appropriate children's individual needs are met from specific interventions and programmes.

- The school may apply for additional funding to support those pupils who have been identified as having significant high needs.

11. How is the decision made about what type and how much support my child receives?

- In school we record concerns about a pupil at pupil profile meetings and decide on the level and time scale of the intervention. The progress of the pupil will then be assessed.
- We will consult with you on progress and if expected outcomes are not met the next stage of intervention will be discussed.
- We will review with you the impact of interventions and if appropriate, access further support from outreach services at the Primary Consortia.
- We will always plan your child's support with you, review progress and try to meet needs within our own resources.
- If your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision.

12. How are parents involved in the school? How can I be involved?

- We have an open door policy.
- We regularly invite parents to coffee mornings.
- Parents of young children are invited to 'Stay and Play' sessions.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We hold parent workshop and surgeries for you to talk to specialist services.
- We hold parents' evenings for you to talk to your child's teachers about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- When necessary a member of staff will report to you on a regular basis at home time.
- The school's learning mentor works very closely with parents to ensure children are supported as fully as possible.

13. Who can I contact for further information?

You can contact the school office 0151 263 9561 to arrange to meet with your child's teacher, Mrs C.Reynolds (school SENDCo) or Mr J. Barnes (Head Teacher).

More information can be found on the school's website

www.allsaints.liverpool.sch.uk

The Local Offer can be found in the Family Services Directory on the city council website: www.liverpool.gov.uk