



St Vincent de Paul Catholic Primary School Local Offer 2018-19



From September 2014, the Children and Families Bill requested that Liverpool publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25. This is the **Local Offer**.

The intention of the Local Offer is;

- to improve choice and transparency for families.
- to provide an important resource for professionals in understanding the range of services and provision in a local area.
- to inform the joint commissioning process for children and young people with SEND by setting out in a single place what is available locally.

Clauses 25 and 28 of the Children and Families Bill places a duty on services, including schools to co-operate with local authorities in making information available.

It is central to the ethos of the SEND Green Paper which set out a vision of a new, transparent and holistic SEN system that the Local offer is co-produced with children, young people and their families.

In Liverpool we have developed a communication strategy to ensure that the widest consultation possible informs the development of the Local Offer.

To ensure that all schools are providing consistent information re The Local Offer we are providing a set of questions that parents from a Pathfinder Area devised to ensure that they have the information that is important to them about schools in their area.

We need to share the questions and your answers with parents across Liverpool and establish whether further information is required and the best way to present the information in our Local Offer. We also need to ask parents whether your answers are easy to understand, jargon free and parent friendly.

A specimen answer for primary schools to question one is provided and prompts (in italics) to help you to answer the other questions are provided.

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. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon.
- School has a cause for concern sheet which teachers can use to refer pupils to the Special Educational Needs Co-ordinator (SENCO) who will then decide the best action to take. The class teacher or the SENCO will then arrange to meet with the parent and discuss the best action to take.
- If your child is new to our school then progress will be discussed with their 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, SENCO or Head teacher and your child's needs can then be discussed.

2. How will school staff support my child?

- All teachers use high quality teaching and adapt activities to support all pupils within their classes. This is monitored closely and if there are still concerns your child may be added to the SEN register. An Individual Education Plan (IEP) will then be put into place. Parents will be invited to be part of this process.
- Throughout the school staff are trained in a number of behaviour and learning support strategies to help individual pupils with their needs. If we feel that the child needs more specialised support then, with parents' permission, outside agencies will be invited in.
- The school SENCO will keep in touch with all class teachers, Learning Support Assistants, Learning Mentor and Curriculum Leaders to ensure that your child's needs are met and targets in their Individual Education Plan are reviewed. The frequency of the support your child receives will depend on their level of need.
- The SENCO or class teacher 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.
- To support all children the school delivers the curriculum in different ways. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- We understand that children learn at their own pace so we closely monitor progress using Individual Education Plans. All parents are invited to contribute to their child's Individual Education Plan, and we will keep you informed of any progress that is made in meeting the targets in the plan.

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

- The school will keep in close contact with you about your child's overall wellbeing.
- School has three named Safeguarding Officers. All staff are trained in child protection and attend yearly update training sessions.
- All Early Years staff and all Learning Support Officers have received thorough Paediatric First Aid training. This training is renewed every three years. We have a designated Senior First Aid trainer who is able to administer medicines as necessary (Liverpool Medicine Policy)
- To support the development of positive behaviours and friendship groups we have a Buddy System where older pupils ensure that children are not isolated or bullied.
- We have Play Leaders and lunchtime clubs to support all children in building friendships.
- All children have access to the prayer room where they may go to reflect quietly. Within this room we also have a 'worry box' for children to write down any concerns they have about any aspect of their school life.
- We have a Learning Mentor who uses Circle Time through weekly PSHCE sessions to ensure that all children are listened to.
- We have a School Council 'Bright Ideas Team' for children to share their views and ideas.
- We have a school nurse who attends school regularly.

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

- The school can access specialist support from Ernest Cookson for children with Social, Emotional and Behavioural Difficulties, Bank View, for children with Learning Difficulties and Abbots Lea for children with a diagnosis of Autistic Spectrum Disorder.
- The school belong to an SEN consortia where we meet with other schools in the local area and discuss the best way to support our pupils.
- 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)

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

- The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEN and the most up to date practise and provision. This is then shared with all school staff within the weekly staff meetings.
- The SENCO and support staff can access training through their Primary Consortia.
- All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASD awareness training, etc.
- Training provided responds to the needs of the children and staff at any given time.

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.

8. How accessible is the school?

We have wheelchair access at a number of points throughout the school including the main entrances front and back. There are also two disabled toilets.

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 significant staff.
- Your child will also be invited to visit and stay for a short session before starting school.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- Where necessary, we support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting.
- Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school.

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

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

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

- A concern will be raised by either the parent, the class teacher or any other adult working with the child.
- Pupil progress will be monitored and tracked closely.
- If there is concern regarding progress an IEP will be drawn up identifying targets and the curriculum will be adapted to suit the needs of the individual

pupil. These will be regularly reviewed and parents involved throughout the process.

- Interventions and small groups support may be put in place if pupil is still not making expected progress.
- We will review with you the impact of interventions and if appropriate access further support from Outreach services at the Primary Consortia.
- If your child requires additional specialist support, we will discuss with you the pathways to access this provision.

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

- Parents are regularly invited to class/school assemblies and celebrations.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We hold regular parents meetings for you to talk to your child's teachers about their progress.
- Nursery and Reception staff liaise with parents daily during 'Parents as Partners' time.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- School staff meet and greet the children and their parents each morning and likewise at the end of the day.
- We have an open door policy.

13. Who can I contact for further information?

If you require more information about our school please go to our school website:

www.stvincentdepaulprimary.co.uk

If you would like to talk to a member of staff please contact your child's teacher, the SENCo (Mrs O'Keefe) or the Head Teacher.

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