



SEND Information Report (2023-2024)
Blessed Sacrament Catholic Primary School

1. What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on the school website, detailing our philosophy in relation to SEND.

Our school has an Enhanced Provision, The Treehouse, which supports 30 children with Autism and social and communication difficulties.

Additional and/or different provision is currently being made in school for children with a range of needs, including (but not exclusive to)::

Cognition and Learning – Moderate learning difficulties; Specific learning difficulties – dyslexia.

Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.

Communication and Interaction – autistic spectrum condition (ASC), selective mutism, speech and language difficulties.

Social, Emotional and Mental Health – Attention Deficit Hyperactivity Disorder.

Both our SENCOs have had significant experience in the field of SEND and have additional qualifications in this area. Our team of 38 teaching assistants, including 3 HLTAs and 2 Learning Mentors, have a range of experience and training

in planning, delivering and assessing intervention programmes.

All our staff have on-going training; this can include training from specialist agencies or consultants, as well as from our SENCOs or other staff with relevant expertise.

The school works closely with other local schools through our Consortium; sharing training opportunities including INSET days and outside experts.

The SENCOs are both members of the school's Leadership and Management Team (LMT) and meet with the Head Teacher and Senior Leadership Team (SLT) every fortnight to discuss current SEND concerns.

Our school's Accessibility Plan (available on the school website) outlines adaptations made to the building to meet particular needs and enhance learning.

2. What are school's policies with regard to the identification and assessment of children with SEND?

Our school's Assessment Policy, which is available on the school website, outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.

For children who are having difficulty accessing age appropriate assessments, B Squared assessments will be used. This is a detailed form of assessment which breaks down targets into very small steps, and is used particularly for children with additional needs. B Squared breaks achievements down into smaller steps that lead up to mastering a skill. These steps can be used to build a bigger picture of each pupil's learning and achievements. Skills gaps and areas for improvement can be identified and worked on to ensure pupils are able to achieve their full potential. We currently use assessment frameworks within Squared for; Progressions steps, Engagement steps (which links to the Engagement Model) and also Autism progress.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties. Close communication with parents/carers is vital during this time. The class teacher/SENCO would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on the playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEND policy for further information relating to behaviour support.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as

appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At Blessed Sacrament a range of specific, more specialised tests are used (usually by the SENCO) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- SWST Spelling Test
- Salford Sentence Reading and Comprehension Test
- Phonological Assessment Battery (PhAB)
- Neale Analysis of Reading Ability
- Meares-Irlen Assessment
- Dyslexia Screening Test (DST)
- Early Years Easy Screen (EYES)
- Catch up Literacy
- Renfrew Action Picture Test

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural checklists – e.g. Boxall Profile, Strengths and Difficulties Questionnaire. - Observation schedules e.g. for behaviour, concentration, attention.
- British Picture Vocabulary Scale (BPVS)
- Assessment of Hand and Fine Motor Skills.

In addition, the school commissions the services of a range of external agencies in order to assess the needs of our children using a range of specialist assessments. For e.g. Educational Psychologist, SENISS.

Further information relating to identification and assessment of children with SEND can be found in our SEND Policy document.

3. What are school's policies for making provision for children with SEND whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEND?

- use of a provision map to measure progress and achievement
- evaluation of Learning Plans (3x yearly)
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEND across the school - part of whole school tracking of children's progress – 3 x yearly
- BSquared data and reports x 3 per year
- monitoring by SENCOs

b) What are our arrangements for assessing and reviewing the progress of children with SEND?

- our school's Assessment Policy (available on the school website) outlines the range of assessments regularly used throughout the school
- evaluation of Learning Plans 3 x yearly
- tracking of pupil progress generally as part of whole school tracking system – 3 x yearly
- a cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our Educational Psychology Service through Liverpool City Council
- an Annual Review is held for children with EHC Plans; interim or emergency reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets
- when assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the classroom is provided as far as is permitted during tests (For example in KS2 SATs)
- initial concerns about a child's progress are discussed with the SENCO and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

c) What is our approach to teaching pupils with SEND?

- the fundamental aim of our school is to enable each child to be all that they can be – to embrace and fulfil their unique potential whilst working towards our Mission Statement – Aim High and Live Life to the full
- unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide

- equality of opportunity and use appropriate assessments and set suitable targets for learning.
- Quality first teaching (QFT) takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCOs and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND
 - a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements
 - children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively
 - at Blessed Sacrament, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCOs, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. In addition, SENISS observations/assessments are also carried out in EYFS. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.
 - we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset, without the need for disapplication. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

d) How do we adapt the curriculum and learning environment?

- the curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- school always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most

advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays and exercise books for children with Dyslexia or Irlen syndrome; use of sensory breaks, sensory circuits).

- we endeavour to ensure that all classrooms are Dyslexia/Neurodiverse friendly including use of low arousal settings, labelled resources, word walls, prompt mats, highlighting pens, coloured overlays, individual resources, number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- we endeavour to ensure that all classrooms are ASD friendly including use of visual timetables, personalised timetables prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources.
- we endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, chunking of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary.
- small group rooms/spaces are available in both key stages to provide quiet work areas for 1:1 or small group work

e) What additional support for learning is available for children with SEND?

- there are currently 682 children on roll. 115 children are on the SEND register and currently receiving some form of support or intervention. We have 38 learning support assistants, including 3 HLTAs and 2 Learning Mentors employed in school in order to maximise learning potential for all our children; all are trained to at least NVQ Level 2 or above and can deliver a number of intervention programmes throughout the school. Some LSAs are deployed in classes to support children on a 1:1 or small group basis whilst others withdraw the children to work outside the classroom on a more specific 1-1 or small group intervention. We follow the Code of Practice for SEND and relevant government documents.- we teach a differentiated curriculum to ensure that the needs of all children are met
- we implement Learning Plans with S.M.A.R.T targets
- a large number of intervention programmes are in place for children who require additional support e.g. Precision Teaching; Numicon; Teodorescu's Perceptuo-Motor Programme; Firstclass@number, Freshstart etc. We also support the emotional needs of a number of our most vulnerable children in the Nurture Room with specific interventions such as – Socially Speaking; SAP (Student Assist Programme); ASC groups; Circle of Friends groups.
- individual laptops are used for children with recording needs to support recording across the curriculum
- for children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
 - specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, visual timetables, sequence strips
 - Our school also commissions support from Seedlings (YPAS) and schools Family Support Service and an Educational Mental Health Practitioner (EMHP)

- Our school commissions Liverpool Speech Therapy two days a week. One day in the mainstream and one in Treehouse

f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?

- all extra-curricular activities (listed on the school website) are available to all our children
- before and after school care is available to all our children
- residential trip to Crosby Hall, Kingswood and our annual Ski Trip are all available to all children regardless of SEND and/or Medical needs
- lunchtime club for children with social communication/interaction issues

g) What support is available for improving the emotional and social development of children with SEND?

- regular coffee mornings with ASD groups and LIVPAC
- specialist advice from our Educational Psychologist
- specialist advice from colleagues at CAMHS through our regular Consortium meetings
- Nurture support
- Schools Family Support Service
- Seedlings (YPAS)
- assessment tools and intervention programmes e.g. SAP, Socially Speaking, SEALS materials, peer to peer massage, Time to Talk etc.

4. What is the name of the SENCO and contact details for the SENCO?

We currently have 2 SENCOs: Miss Johnson and Mrs Court who can be contacted on 0151 525 9600 and via email at admin@bsprimary.com.

Please always contact your child's class teacher in the first instance, before contacting the SENCO.

5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

- our SENCOs have extensive experience in this role.
- school employs 5 HLTAs and a team of TAs who are trained to deliver a range of interventions on a small group and 1:1 basis e.g. Precision Teaching; Boosting Reading Potential; Numicon; Teodorescu's Perceptuo-Motor Programme; Firstclass@number etc.
- 25 members of staff are trained First Aiders
- a number of staff are trained by the School Health Team/School Nurse with regard to asthma, epilepsy, diabetes and anaphylaxis. The School Health and Community Teams also provide training to staff regarding specific low incidence medical conditions as needs arise.
- During the course of the last academic year the SENCOs and relevant staff (i.e. staff directly involved with children with specific need relating to the course) received SEN training in areas such as diabetes and epilepsy.
- as specific needs arise the SENCOs will approach specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology) to seek advice about raising awareness of the specific type of SEN. To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately) more specific training may be sought directly through specialist agencies
- general support and advice from SENCOs - e.g. with regard to the implementation of specific programmes, creation and monitoring of Learning Plans, tracking of children with SEN
- particular support is given to ECTs and RQTs and other new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the SENCOs will pursue relevant training, in the first instance, for the class teacher and support staff concerned. The SENCOs and a member of SLT will also meet with parents prior to the child starting at the school.
- our Special Educational Needs Co-ordinators attend termly 'SEN Briefings' funded by the L.A. organised to support SENCOs in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
- our SENCOs also attend regular Consortium meetings to share best practice with colleagues in our local schools
- at the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year.
- The SENCOs are both members of the school's LMT (Leadership and Management Team) and meet fortnightly with the Head teacher and Senior Leadership Team. .
- our SENCOs organise training on a needs basis and also staff may request specific training

6. How is equipment and facilities to support children with SEND secured?

- through discussion with specialist agencies involved
- through discussion with parents
- through discussion with our Head teacher
- we strive to ensure that all equipment and facilities to support children with SEN are in place across the school. e.g. provision of coloured overlays/exercise books for children with Dyslexia; provision of equipment e.g. sensory cushion and implementation of strategies e.g. sensory breaks or circuits for children with sensory issues

- we regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future. Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children with visual impairments.
- our school's Accessibility Plan, available on this website outlines adaptations made to the building to meet particular needs and enhance learning.

7. What are the arrangements for consulting parents of children with SEND about and involving such parents in the education of their child?

- Throughout the year there are 2 formal Parents' Evenings and there is an end of year opportunity to meet with parents after they have received their child's end of year report. Termly reports are emailed to parents, parents are invited to review their child's Learning Plan on a termly basis at Parent's Evening – these plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting

- We have an 'open door' policy whereby the SENCOs are easily contactable via the school office/telephone/email. However, parents should contact their child's class teacher in the first instance. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child

- Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations - progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with a speech and language therapist or with specialist support teachers from SENISS) - the progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to high school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENCO of the receiving high school is usually invited to attend. - parental survey forms are used at annual reviews to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

8. What are the arrangements for consulting children with SEND about and involving them in their education?

- children with SEND are represented in proportion to their numbers in the school on our School Council -
- targets set for children are reviewed with them
- children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think

of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development

- child survey forms are used at annual reviews to obtain children's views about their SEND, support in place to address needs and any modifications to this support which children feel may be helpful for them
- pupil voice interviews are also held annually which includes children with SEND

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,
- the complaint is dealt with by the SENCOs or by a senior leader. If there is still no resolution, the Head teacher should become actively involved
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors - the Governing Body will deal with the matter through their agreed complaint resolution procedures
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEND and in supporting the families of such children?

- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from our Educational Psychology Service - Primus. In addition, school may seek advice from specialist advisory teachers from SENISS or OSSME for children with sensory impairment or social communication difficulties
- the speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children
- The school also has a service level agreement with Liverpool Speech Therapy to work with children with speech and language difficulties whilst waiting to access NHS support. They particularly target our children in EYFS and The Treehouse in order to support their speech development.

- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- Our School Nurse is available for advice and attends meetings in school on request following referrals to the service made by school.
- school also maintains excellent links with the Virtual team within the Local Authority
- transition meetings are held in the summer term with Nursery staff before children enter our Reception classes. Liaison with other nurseries in the area also occurs.
- the Local Authority's Early Help Procedures (EHAT) are adhered to by school whereby help and support is offered to children and families when low level issues emerge and before problems escalate. We currently have 9 active EHATs in school with regular Team Around the Child meetings engaging appropriate agencies to ensure positive outcomes for the children and families involved.

11.What are the contact details of support services for the parents of children with SEND, including those for arrangements made in accordance with clause 32?

Special Educational Needs Assessment and Pupil support Service

The SEN Assessment and Pupil Support Service undertakes the following functions with regard to Special Educational Needs. Moderation of requests for Education, Health and Care assessments under the 2014 Children and Families Act. Co-ordination of assessments undertaken under the above Act.

Telephone: 0151 233 5957 / 0151 233 5955

0151 233 5973 / 0151 233 5964

E-mail:sen.team@liverpool.gov.uk

SEND IASS

SEND IASS services provide free and confidential impartial information, advice and support to children/young people with special educational needs and/or disabilities (SEND), and their parents/carers. SEND IASS is a statutory service, which mean there has to be one in every local authority.

Contact Name - Helpline

Telephone: 0800 0129066

E-mail: liverpoolandknowsleysend@wired.me.uk

Website: www.liverpoolandknowsleysend.com/

Liverpool Early Help Directory

<https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

Here you will find lots of information about Special Educational Needs and Disability (SEND). The Local Offer helps you understand what services and support you can expect from a range of local partners, such as SENDIASS, Liverpool Parent and Carer Forum (LivPac) and ADDvanced Solutions.

School Admissions

The Admissions Team are responsible for the statutory co-ordination of primary reception class place and Secondary Year 7 place allocations each academic year. The coordination is carried out in accordance with the provisions of the School Admissions Code.

E-mail: admissions@liverpool.gov.uk

Website: liverpool.gov.uk/

Speech and Language

We work with children in the Liverpool area. Every day children are listening, talking, playing and making friends, which helps them to become good communicators and learn about the world around them. A Speech and Language Therapist works with children who may need help.

Telephone: 0151 295 3990

Website: <https://alderhey.nhs.uk/services/speech-and-language-therapy/speech-and-language-therapy-liverpool>

The Educational Psychology Service

The Educational Psychology Service is a traded and statutory service that works in partnership with Education, Social Care, Health and the Voluntary Sector. The service works with children/young people 0-25 who live in Liverpool in order to promote their attainment, inclusion and well-being.

Telephone: 0151 233 5978

E-mail: epsadmin@liverpool.gov.uk

The Liverpool Neurodevelopmental Pathway – Advanced Solutions

The neurodevelopmental offer for children, young people and their families has been commissioned by NHS Liverpool Clinical Commissioning Group to ensure services and support are available for those experiencing difficulties with Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Sensory Processing Difficulties (SPD)

Website: www.addvancedsolutions.co.uk/.../index.html

Virtual School Liverpool

The Virtual school work to ensure Liverpool children in care have access to the most appropriate opportunities for them to reach their full potential, wherever they are educated.

Contact vsLiverpool@si.liverpool.gov.uk for any further information or if you can have questions.

Information and Advice Sessions regarding Sensory Difficulties

Information and advice sessions with an occupational therapist and advanced practitioner in sensory integration. For further details please contact us at info@theisabellatrust.org

Telephone: 0151 378 0998

E-mail: info@theisabellatrust.org Website: www.theisabellatrust.org

The Isabella Trust Charity shop and Office, 32 East Prescott Road, Knotty Ash, Liverpool, L14 1PW

Tel No – 0151 378 0998

12. What are the schools arrangements for supporting children with SEN in transferring between phases of education?

- Induction Meetings and Open Days are held for new children attending the Nursery. Home visits and visits to other settings are arranged to discuss any additional needs.
- end of year transition meetings between class teachers to discuss children with SEN.
- KS1 – KS2 transition for SEND children who need to have a series of fun visits to Year 3 in preparation for transferring. E.g. Spanish lessons, P.E, Sports Day.
- meetings with Y7 SENCOs from other schools (SENCO and Learning Mentors).
- additional Transition visits for vulnerable pupils to secondary schools.
- SENCO attends transition forum within the Local Authority.
- Nurture topic during the last half term of each school year is all about 'Changes' which looks at moving on and moving to new schools.
- circle time activities across the school (Learning Mentors)
- safeguarding meetings/transfer of documentation between KS2 and KS3 Safeguarding Teams. -
- 'Moving on' day Local Authority day.
- Y6 Class Teachers meet / liaise with learning mentors and Year 7 Heads from Archbishop Beck and Maricourt to pass on academic and social information about children.

13. Where is the Local Authority's Local Offer and school's Local Offer published?

- School's Local Offer can be found on the school website and on the Liverpool Family Services Directory

https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=ZR4TwJ_saM&localofferchannel=8-4

- Local Authority's Local Offer can be found at this location:

<https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>