



Local Offer for children with SEND 2023-24

From September 2014, new SEND legislation came into place in schools. The Government's new approach to SEND provision is published in The New Code of Practice 2014. The governing bodies of schools have a legal duty to publish information on their websites about how the Government's new approach to SEND provision will be implemented in school. This information forms the school's local SEND offer of all services available to support disabled children and children with SEND and their families.

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

- ❖ All pupils are rigorously tracked in English and Maths and all the foundation subjects. If there are concerns about progress or if any child needs extra support, then this is identified and acted upon. This may mean small group intervention or individual support. These interventions may be daily or two or three times per 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. This is also in place for the children in The Treehouse (our Enhanced provision for children with Autism and Social /Communication difficulties)
- ❖ If your child is new to our school then progress will be discussed with the previous school or nursery.
- ❖ If you have concerns about your child's progress or social/emotional development needs, this should be initially discussed with the class teacher. If there are further concerns arising from this meeting, an appointment will be made with the SENCOS to discuss in more detail. You may then agree from this meeting that further outside agency support may be required.

How will school staff support my child?

- ❖ Class teachers and support staff work closely with the school SENCOS to ensure the needs of children are identified early and support strategies are put in place
- ❖ The school SENCOS will keep in touch with all class teachers and teaching assistants to ensure that your child's needs are met and their targets are reviewed. The frequency of the support your child receives will depend on their level of need.
- ❖ The SENCOS will involve you in all support plans (Learning Plans, which are available on

Edukey) for your child. School staff will measure the impact of support given to your child and the progress your child is making.

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. We offer small group support and individual support when needed. Our Treehouse classes also offer interventions as small groups or on an individual basis.
- ❖ We understand that children learn at their own pace so we closely monitor progress. All parents/carers are invited to discuss/contribute towards their child's targets.

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

- ❖ Our school mission statement is 'Aim High and Live Life to the Full' and this forms the foundation for all that we do as a Catholic school.
- ❖ There are rigorous and robust procedures in place with regard to safeguarding procedures.
- ❖ Children's social, emotional and physical wellbeing is an integral part of the work we do in school. The safety of all children and adults in our community is of paramount importance. ❖ Throughout the school there are a number of paediatric first aiders who can attend to children when necessary. We have named staff who are trained to administer any medicines your child may need.
- ❖ All in our school community are treated respectfully and their opinions are valued. We use Circle Time, SEAL and Philosophy for Children (P4C) to ensure that all children are listened to and we have a School Council for children to share their ideas and views.
- ❖ 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 a buddy system (Rockets) where older pupils ensure that children have support at all playtimes. We also have lunchtime clubs to support all children in building friendships
- ❖ Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education. Reduced timetables can also be applied for with the consent of parents, the Local Authority and staff if everyone agrees that this is the most appropriate way for your child to be taught.

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

- ❖ The school can access specialist support from a variety of Outreach Providers for children with Social, Emotional and Behavioural difficulties, children with Learning

Difficulties and children with a diagnosis of Autistic Spectrum Disorder.

- ❖ The school receives allocated time from SENISS (Special Educational Needs Integrated Support Service) for children in EYFS and KS1 and children with an EHC where SENISS is written in to the plan. We also use OSSME in the mainstream school and the Treehouse and have private speech therapists from MAST who also come into school
- ❖ The school works with Primus Psychology for Educational Psychology assessments.
- ❖ We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), SLT (Speech and Language Therapy Service), Physiotherapy Service, Occupational Health Service, Physiotherapy ASD and ADHD Teams and the Community Paediatrician
- ❖ School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in our Primary Consortia.

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

- ❖ The SENCOs attend Local Authority briefings to keep up to date with any legislative changes in SEND. These are then fed back to staff and Governors as appropriate.
- ❖ The SENCOSs and support staff can access training through our Primary Consortia.
- ❖ All staff in school may receive training to meet the needs of children attending the school at any point in time. This may include Deaf awareness training, Dyslexia Training, ASD awareness training, Visual Literacy etc.

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. This can include residential trips and trips abroad. We will always contact you before a planned activity if we think your child may require additional support to meet the required health and safety standards.
- ❖ This may involve a specific risk assessment to identify any additional support your child needs to ensure full participation.
- ❖ If appropriate, you may be invited to accompany your child on the activity or trip.

How accessible is the school?

- ❖ There is a detailed accessibility plan relating to both sites of the school, available from the school office. Further information can be supplied on request.
- ❖ If required, you may be invited to tour the school to have a look over the environment.
- ❖ If your child has a physical disability, school can request support from outreach providers to carry out more in-depth assessments or environmental check. This is monitored regularly with periodic checks from the providers.

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 speak to senior staff. Your child will also be invited to visit and stay for a short session before starting school.
- ❖ We will contact any early year's 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 ask them to attend a Team Around the Family (TAF) meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- ❖ We support pupils moving to new year groups, Key Stages and new settings by making opportunities available to them to attend as a next step for discrete activities, assemblies and playtimes.
- ❖ We 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

How are the school's resources allocated and matched to a child's needs?

- ❖ The school's SEND and Disability budget is allocated to meet the needs of the children on the SEND register. Additional funding is also available for the children in The Treehouse.
- ❖ The progress and attainment of all children is tracked and resources are allocated according to need.
- ❖ Top up funding can be applied for through the LA for some children who require 1-1 support for more complex learning difficulties.
- ❖ The SEND budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help or equipment if needed.
- ❖ We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate. For example, the schools have set up a Nurture Room to further support children's Social, Emotional and Behavioural needs.

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

- ❖ In school we adopt a graduated response to meeting need. This means we record concerns about a pupil at parent/staff discussions and determine a timescale for a classroom-based intervention and expected outcome.
- ❖ We will consult with you on progress and, if expected outcomes are not met agree a plan of action for further intervention.
- ❖ We will review with you the impact of interventions and if appropriate access further support from outreach services if required or at the Primary Consortia. We will always discuss 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.

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

- ❖ We hold induction meetings for new to Nursery/Reception parents/carers prior to your child's start date.
- ❖ We invite specialist agencies into school to talk to you about how they can support you and your child.
- ❖ We hold parent workshops to support parents/carers in aspects of English and Maths.
- ❖ We run the Incredible Years Course for parents/carers to support development of positive behaviours in children.
- ❖ We hold regular parents/carers evenings for you to talk to your child's teachers about their progress and supply a final written report in the Summer term.
- ❖ We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- ❖ Parents/carers can volunteer to come into school to help. E.g. reading with children.
- ❖ We invite parents/carers in for coffee mornings on a regular basis.
- ❖ We have an open-door policy.

Who can I contact for further information?

- ❖ If you require any further information about our school please go to our school website: www.bsprimary.com
- ❖ If you would like to talk to a member of staff please contact your child's teacher in the first instance and then the SENCOS or the Head Teacher
- ❖ The Local Offer can be found in the Family Services Directory on the city council website: www.liverpool.gov.uk

"Aim high – live life to the full" John 10:10