

## **THE LOCAL OFFER**

### **DRAFT FOR CONSULTATION; ST PATRICK'S CATHOLIC PRIMARY SCHOOL**

*By September 2014, the **Children and Families Bill** will require Liverpool City Council to 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 document what is available locally.*

Each school contributes its own menu of services and support for its children and families, and each school will offer the community the opportunity to consult on its offer.

**With this aim, we are publishing our draft offer below, and inviting your comments and suggestions, which may be incorporated into the final draft.**

### **ST PATRICK'S 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?**

- We assess the needs of all children on entry, through discussion and information-sharing with parents/carers. If there are medical or other identified needs, relevant professionals will be consulted where appropriate, and our ability to meet the child's needs will be assessed, and appropriate actions taken
- All pupils are rigorously tracked in basic skills. If there are concerns about a child's ability or progress or if any child needs extra support then this is identified early and acted upon.
- School has procedures through which teachers can 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 parents/carers and discuss the best action to take.
- 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, SENCO or Head teacher and your child's needs can then be discussed.

**Your comments and suggestions:**

## **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 about progress, your child may then be added to the SEN register. An Individual Education Plan (IEP) will also 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 and Learning Support staff 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.

**Your comments and suggestions:**

## **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. Teaching styles and the content of lessons are accordingly differentiated.
- 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.

**Your comments and suggestions:**

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

- We plan a broad, balanced and inclusive curriculum aimed at developing the child as a whole person; socially, emotionally, physically and academically.
- 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 where older children are linked with younger “buddies”. We have various systems aimed at ensuring that children are not isolated or bullied on the playground or around school. For instance, “Friendship bus stops” on the playground with SPARKS (St Patricks’ Are Really Kind Students) members nearby help to facilitate this at play times. We have trained Play Leaders and lunchtime clubs to support all children in building friendships.
- SEAL (Social and Emotional Aspects of Learning) is a programme which we weave in to our teaching and care, and which contributes very positively to a caring ethos amongst the children and staff.
- We use Circle Time to develop children’s social skills, based on SEAL principles.
- We have a School Council for children to share their views and ideas.
- We have a school nurse drop in session and named staff who are trained to administer any medicines or first aid your child may need. Our medical policy is based on Liverpool’s generic recommended medicines policy.
- All staff are trained in child protection and are responsible for ensuring your child’s safety. The Safeguarding team comprises the Headteacher, the Deputy Head, both Learning Mentors, and the Chair of Governors.
- Learning Mentors are trained in counselling techniques and other skills to support children who are vulnerable or have barriers to learning. They will also work with families to this end if appropriate.
- We also have a well-equipped sensory room
- Relevant staff have training in a wide variety of specific skills where appropriate (eg, Pediatric first aid, Epi-pen administration, defibrillator, infection control etc.)

**Your comments and suggestions:**

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

- The school can access specialist support from Ernest Cookson School 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 belongs to an SEN consortium 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)

**Your comments and suggestions:**

**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 at staff meetings.
- The SENCO, teachers and support staff access a variety of training through the LA and their Primary Consortium.
- 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, sign language etc.
- The training provided tries to anticipate possible situations of need, as well as responding to the needs of the children at any given time.

**Your comments and suggestions:**

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

- At the heart of the school's ethos is the core belief that all pupils are equally valued and should be fully included within all aspects of school life.
- 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.

**Your comments and suggestions:**

**8. How accessible is the school?**

- St Patrick's has an Accessibility Plan which forms part of our raft of measures, including policies and procedures, which aim to ensure equality of opportunity and access.
- The plan covers not only the physical accessibility of the site, but also of the curriculum, through well-trained staff and good resources, including excellent ICT to enable support for a range of additional needs.
- This plan is regularly reviewed and updated, with improvements made on a rolling annual programme within the constraints of our budget.
- The accessibility plan is available to view on our website **Your comments and suggestions:**

**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. You will be invited to visit and stay for a short session before starting school.
- We will contact any early years settings, or other schools you 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.

**Your comments and suggestions:**

**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. For example, we purchase a Service Level Agreement with SENISS to support children who have specific learning difficulties.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

**Your comments and suggestions:**

**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
- The pupil's 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 Consortium.
- If your child requires additional specialist support, we will discuss with you the pathways to access this provision.

**Your comments and suggestions:**

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

- Parents can join our parents group, FOSP (Friends of St Patrick's), and from time to time vacant places on the governing body are notified.
- We regularly invite parents to a range of events such as assemblies, parents' evenings, Friends of St Patrick's events, one-to-one meetings, courses etc.
- 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 regular open afternoons 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.
- We hold social events from time to time such as our Family Barbeque, coffee mornings, International Week or St Patrick's day events.
- We have an open door policy. The head will always try to be available to talk to parents straight away if possible. If not, no-one should have to wait more than 24 hours for an appointment. Just call at the office.

**Your comments and suggestions:**

## **13. Who can I contact for further information?**

If you require more information about our school please go to our school website:  
<http://www.stpatricksliverpool.co.uk>

If you would like to talk to a member of staff please contact your child's teacher, the SENCo or the Head Teacher by telephoning or calling in at the school office.

The Local Offer can be found in the Family Services Directory on the city council website: [www.liverpool.gov.uk](http://www.liverpool.gov.uk)