



SEND Leader - Jenni Edwards (EYFS and KS1) and Sarah Lally (KS2)
SEND Governor- Donna Fox

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. We hold regular pupil progress meetings and SEN meetings with class teachers to discuss the academic and social and emotional attainment and progress of children.

School has a cause for concern sheet which teachers can use to refer pupils to the Special Educational Needs Coordinator (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 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.

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 SENDCo will keep in touch with all class teachers, Teaching Assistants, Learning Support Assistants, Education Support Assistants and Learning Mentors 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 thirty 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 wellbeing?

**All staff are trained in child protection and are responsible for ensuring your child's safety.
Mrs Jones - Deputy Head teacher is our Safeguarding Officer**

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 make sure staff are good role models.

We have SPARKS and lunchtime clubs to support all children in building friendships.

We use Circle Time to ensure that all children are listened to.

We have a School Council for children to share their views and ideas.

We have a school nurse and named staff who are trained to administer any medicines your child may need.

Many of our staff are trained First Aiders and they are always available in case of an accident.

If your child is concerned about anything then they can discuss it with our Learning Mentor and classroom staff (both teachers and support assistants) are always available and willing to listen to the concerns of our children.

If your child has any additional emotional needs then the SENDCo may arrange for them to see a Counsellor , Mentor or refer to CAMHS(Child and adolescent mental health service)



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

The school will endeavor to seek specialist support from a range of specialist schools when appropriate. These may include support from Ernest Cookson for children with behaviour concerns, Bank View, for children with Learning Difficulties and Abbots Lea for children with a diagnosis of Autistic Spectrum Disorder.

The school belong to an SEND 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), Neurodevelopmental Pathway and SLT (Speech and Language Therapy Service)

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

The SENDCo attends Local Authority Briefings to keep up to date with any legislative changes in SEND 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 (although is not limited to) Speech and Language, Dyslexia Training and ASD awareness training.

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?

Our ground floor is accessible for wheelchairs.



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 SENDCO 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 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 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

The pupils progress will be monitored and tracked closely and discussions will take to identify the primary area of need which is hampering the child's progress and / or attainment.

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?

We regularly invite parents to coffee mornings.

We invite specialist agencies into school to talk to you about how they can support you and your child. (for example SENNIS and Speech and Language).

We hold parent workshop and surgeries for you to talk to specialist services.

We hold regular parent 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.

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.stpatricksLiverpool.co.uk

If you would like to talk to a member of staff please contact your child's teacher, the SENDCo or the Head Teacher.

The Local Offer can be found in the Family Services Directory on the city council website:

www.liverpool.gov.uk