

'Local Offer'



1. How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

- All pupils are tracked and monitored. If there are concerns about a child's progress, or if a child needs additional support, then this will be identified and acted upon. This may mean small group intervention work or individual support.
- These interventions may take place daily or weekly depending on need. Teachers monitor the success of these interventions and make judgments on their effectiveness by monitoring your child's progress closely.
- If your child is new to our school then current progress will be discussed with you as the child's parent/carer. We will also contact your child's previous school/ nursery to gain information in relation to your child's progress in that setting.
- If you have concerns or think your child may have additional and/or a special need that may not have been identified by the school, then an appointment can be made to discuss this with the Class Teacher.
- The Class Teacher will then discuss any concerns with the Special Educational Needs Co-ordinator (SENCO) Mrs. MacGregor and/or the Head Teacher, Mrs. van de Waal. Any actions will be discussed with you and implemented as appropriate. The school Learning Mentor, Mr. Fitzsimmons, is also available to provide support and information.

2. How will early years setting/school/college staff support my child/young person?

- Class Teachers and support staff work with the school SENCO to ensure the needs of children are identified as early as possible and support strategies are put in place.
- The school Learning Mentor will support the school SENCO in the monitoring and coordination of support - As well as support in school, some children may require the support of additional outside agencies. Outside agencies may offer school advice about strategies to support the child or they may work directly with the child and/or their family.
- Agencies to support children may include, for example; School Nurse, Speech and Language Therapy, Educational Psychologist, Community Paediatrician, Occupational Therapy, Physiotherapy etc.
- Except in exceptional or extenuating circumstances, any involvement from outside agencies requires signed permission from the child's parent/carer.
- The child's parent/carer would be involved at every stage of the process. School staff work with outside agencies to ensure advice given to the school to support a child is carried out and monitored.
- Some children may require an individual plan to support their progress. The Class Teacher will share and discuss this with the child's parent/carer and also with the child. This ensures that both parents/carers and the child have an input into and an understanding of, their targets. This will be shared with the child in a way that is appropriate to their age and stage of development. - The school SEN Governor (Mrs. M. Lawrence) meets regularly with the school SENCO to ensure statutory duties are carried out.

3. How will the curriculum be matched to my child's / young person's needs?

- The school recognises that children are at different stages in their learning and also that they learn in different ways. To support all children, the school delivers a wide and varied curriculum in a variety of ways. Both formal and informal assessment and careful analysis procedures support staff when evaluating children's individual needs.
- As a school we are keen for all children, supported by knowledgeable staff, to develop a 'skills based' approach to learning. This enables children to become independent learners and develop an enthusiasm for learning.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- In school we adopt a 'graduated response' to meeting children's needs. This means we may record concerns about a pupil at pupil profile meetings and determine any interventions/strategies to be implemented to support individual and/or groups of children.
- All children's progress is tracked and monitored. As noted above, if a child's progress is giving any cause for concern then the Class Teacher will consider implementing an intervention programme. This may be in relation to e.g. literacy, maths or social and emotional wellbeing.
- The impact of all interventions are measured and monitored. Outcomes would be discussed between the class teacher and SENCO.
- The school Inclusion Team (Mrs. S. MacGregor - Deputy Headteacher/SENCO, Mrs. M. Campbell - Assistant Headteacher/Assessment Manager and Mr. S. Fitzsimmons - Learning Mentor) meet regularly to discuss interventions, attainment and strategies for support.
- If, following interventions a child's progress continues to give cause for concern, your child's Class Teacher and/or the SENCO will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support, school will discuss with you the pathways to more specialist support/provision.
- In some cases, the school SENCO will apply for Top-Up Funding in order to provide a more robust provision of support.

5. What support will there be for my child's/young person's overall well being?

- As a Catholic school everything we do is underpinned by Gospel Values, our School Mission Statement and our School Motto, 'Love one Another as I Have Loved You'.
- Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. Safeguarding procedures are robust.
- Children are treated respectfully and their opinions are valued. Children are taught, through a variety of lessons and activities, how to keep themselves and each other safe. Children know who they can talk to if they have a worry or concern.
- Each class has an assigned Teaching Assistant who works alongside the class teacher to support all aspects of children's development.
- Teaching Assistants also cover lunchtime duty to ensure continuity of staffing for children.
- Each class has an assigned Paediatric 'First Aider' to attend to children when necessary.
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.
- Several support staff are trained to use Theraplay should there be an identified need for this.
- The school Learning Mentor, Mr Fitzsimmons is an 'EHAT Champion' for schools in the Local Authority and will support families in monitoring and coordinating support, where needed.

6. What specialist services and expertise are available at or accessed by the setting/school/college

- The school has access to a variety of specialist support services from a wide range of agencies, including, those noted previously and also the following areas of specialism; advice for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
- We have access to many specialist services including; CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Service, Clifford Holroyd Specialist School and Bank View Outreach service.
- School will again have access to Seedlings Counselling Service in the Summer Term.
- Community Paediatric service via Alder hey Children's Hospital.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other specialist schools if appropriate.

7. What training are the staff supporting children and young people with SEND have had or are having?

- The SENCO attends Local Authority training each term. The SENCO feeds relevant information back to staff and governors.
- The school Learning Mentor will work to support parents in monitoring and coordinating support.
- Support is accessed from the school nurse, Andy Nelson
- There is a variety of Local Authority and Consultancy training that individual and whole staff access to enable them to support the children in their care. This may include, for example, training related to early identification of children with additional need, Speech and Language training, specialist training related to Autistic Spectrum Disorder, Dyslexia training etc.

8. How will my child/young person be included in activities outside this classroom including school trips?

- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. You would always be contacted before a planned activity/trip which would be away from the school site.
- Before all off site activities/trips, a risk assessment is undertaken.
- If appropriate, you may be invited to accompany your child on the activity/trip school.

9. How accessible is the setting/school/college environment?

- St Cecilia's has wheelchair access at a number of points throughout the school including; main entrances front and back, nursery, school hall, parent's room and 'studio'.
- There is also a disabled toilet and access to disabled parking.

10. How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?

- You will be invited to look around the school and meet school staff. Your child will also be invited to visit and stay for a short session before starting school.
- You will be invited to a meeting with the Head Teacher and SENCO prior to your child starting school.
- We will contact any early years 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 invite them to a 'Team Around the Child' (TAC) transition meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.

- There is a comprehensive plan in place to support all pupils when moving to new classes and year groups and when transferring to St Cecilia's Catholic Junior School.
- When appropriate, a personal transition plan will be written. This will be in partnership with you, your child, the new setting/class and staff supporting your child to ensure that they enjoy as smooth a transition as possible.
- Transition at St Cecilia's Catholic Infant and nursery School is recognised as an area of strength by the Local Authority and they regularly recommend other schools to visit us to enable us to share 'best practice'.

11. How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

- The school's Special Educational Needs and Disability (SEN/D) budget is part of the whole school budget and is allocated to meet the needs of the children on the SEN/D list as appropriate.
- The SEN/D budget is allocated to ensure that children's individual needs are met in relation to specific interventions and programmes as appropriate.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.
- A 'Service Level Agreement' with the Local Authority is in place to enable access from specialist services to support children as appropriate.

12. How is the decision made about what type and how much support my child/young person will receive?

- Parent/carer and teacher meetings by appointment each term.
- You will be encouraged to support your child at home with activities that will benefit your child's progress in school.
- School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day.
- Parents/carers are regularly invited to class/school assemblies and celebrations.
- A variety of planned workshops throughout the year (see class information and web site news.)
- Parents/careers are invited to join 'Storytime' sessions and 'Stay and Play' activities. - All parents/carers are invited to join our very active parent group, 'PASCINS' (Parents Association of St Cecilia's Infant and Nursery School.) PASCINS arrange a number of fundraising events throughout the year and all new members are welcomed.

13. How are parents involved in the setting/school/college? How can I be involved?

If you would like to talk to a member of staff please contact your child's teacher, Mr S. Fitzsimmons (Learning Mentor), Mrs S. MacGregor (school SENCO) or Mrs E. Van De Waal (Head Teacher.) You can also access further information about our school on our school website: stceciliainfants.org.uk The Local Offer can be found in the Family Services Directory on the city council website: www.liverpool.gov.uk