

Holy Name Catholic Primary School  
Our Local Offer 2019 - 2020

**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 of our pupils are rigorously tracked and monitored. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may result in small group interventions or some individual support.
- All parents/carers are notified of any interventions offered and parents/carers permission is always sought. Parents/carers who do not wish for their child to participate will be asked to put it in writing.
- These interventions may be daily or two or three times a week depending on need. Teachers will monitor the success of these interventions and judgements will be made about their effectiveness by monitoring your child's progress closely.
- If your child is new to our school then progress will be discussed with you and we will also contact your child's previous school/nursery to gain information in relation to their progress.
- If you have concerns or think your child may have additional and/or a special need that has not already been identified by our school, then an appointment can be made to discuss this with the class teacher and the Special Educational Needs and Disability Co-ordinator (SENDCO), Mrs Perry.

**2. How will school staff support my child?**

- The school SENDCO regularly liaises with class teachers and support staff to ensure that all pupils' needs are identified early, which allows us to put support strategies in place.
- 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. A One Page Pupil Profile will then be put into place. Children will be invited to be part of this process.
- 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.

**3. How will the curriculum be matched to my child's needs?**

- The school recognises that children are at different stages in their learning and also 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 ensure children's individual needs are met.
- We understand that children learn at their own pace so we closely monitor progress using One page Profiles and Target Tracker assessment.

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

- Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. All Safeguarding procedures are robust.
- 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 pupils ensure that children are not isolated.
- We also have a worry box for children to write down any concerns they have about any aspect of their school life.
- We have Mental Health First Aiders in school to support pupils.
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.

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

- The school has access to a variety of 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 also have access them to many specialist services, which require the school to make a referral to in order to access. These services include CAMHS (Child and Adolescent Mental Health Service), Seedlings and Speech and Language Therapy Service.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in the Primary Consortia.

#### **6. What training do staff supporting children and young people with SEND (Special Educational Needs and Disability) receive?**

- The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND. This information is then feed back to the relevant staff.
- All staff in the school receive training to meet the needs of all the children attending the school.

#### **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?**

- The school is a one story building and is DDA (Disability Discrimination Act) compliant. There are ramps, signs in Braille and a loop system which is available on request. There is also a disabled toilet and arrangements can be made so there is access to a specified disabled parking bay.

**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 senior staff. Your child will also be invited to visit and look around the school and meet class teachers when available.
- We will contact any early year 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 Child meeting to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and key stages any make opportunities available to them and attend the new setting for discreet activities and playtimes.
- The SENDCO also attends a transition day for those pupils with SEND to ensure all relevant paperwork is passed over to their 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.
- Resources are allocated to ensure that children's needs are met to the best of the school's ability with the resources and budget available.

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

- In school we adopt a 'graduated response' to meeting children's needs. This means we record concerns about pupil progress and determine a timescale for a classroom based intervention and expected outcome. The child will then be placed on a Cause for Concern register.
- All children's progress is tracked and monitored. As noted above, if a child's progress continues to give us cause for concern, we will then consider implementing a group or individual intervention programme. Your child may then be placed on the SEND register and given a One Page Profile.
- If, following interventions a child's progress continues to concern us, your child's class teacher and the SENDCO will discuss next steps with the child's parents/carers. If it is felt a child requires further additional support, the school will discuss with you the pathways to more specialist support/provision.

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

- Parent/carer and teacher meetings are held in the Autumn and Spring term and annual written reports are given out in the Summer term, which allows parents to make a comment and request a meeting with the class teacher if required.
- School staff meet and greet the children and parents/carers each morning and at the end of the school day.

- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- Parents/carers are invited to assemblies, class masses, plays, etc.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We ask our parents/carers to work alongside our pupils to support their reading and homework.
- We have a PTFA (Parents Teachers and Friends Association) who run a range of activities throughout the year.
- Parents/carers are invited to join our Stay and Play in the Foundation Stage, our Nursery open days and Stay and Read and various curriculum activities in key stage one and two.
- Parents/carers are asked to volunteer to provide support for educational visits.

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

If you would like to speak to a member of staff please contact your child's teacher, Mrs H Perry (SENDCO) or Mrs A Radford (Executive Head teacher).

You can also access further information about our school on our school website:  
[www.holynamecatholicprimary.co.uk](http://www.holynamecatholicprimary.co.uk)

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)