

St. Oswald's Catholic Primary School's LOCAL OFFER

We have set out our School Offer through a series of questions through which you can get more information:

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?

Teachers from all year groups from EYFS onwards are clear about age related expectations and what children are supposed to be achieving for their age and development stage. If children appear to be struggling, school believes that early intervention is important.

All pupil's progress and development is rigorously tracked. If there are concerns about the progress or if any child needs extra support, then this is identified and acted upon, following our Intervention policy. This support follows a clear graduated process of quality first teaching, classroom differentiation and in-class support. This then leads onto Wave 2 teaching – small group intervention takes place alongside quality first teaching; this involves short, sharp focused sessions over a four/six week block. If a child requires further support, Wave 3 teaching will take place which includes further targeted small group intervention or individual support following an individual Provision Plan.

Our interventions may be daily, or, two or three times a week, and will vary from ten minutes to approximately thirty/forty minutes, depending on specific needs. Teachers and members of the Intervention team monitor the successes of these interventions, judging their effectiveness by the impact of pupil's progress regularly.

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 a special need or disability and that this has not been already identified by the school, then an appointment can be made to see the class teacher, SENDCo or Headteacher and your child's needs can then be discussed. St Oswald's Catholic Primary School has two SENDCos; Mrs K Reading who is based in EYFS and KS1 and Miss J Jones who is based in KS2. Both SENDCos work together to support the children, parents and staff of our school.

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

The school SENDCOs will liaise with all class teachers and teaching assistants to ensure that your child's needs are met and that targets on the Provision Plans are reviewed regularly. The frequency of support that your child receives will depend upon their level of need. The class teacher/SENDCo will involve you with all provision plans for your child. School staff will measure the impact of the support given to your child, and the progress your child is making through the monitoring and tracking of their progress. You will be kept informed via your child's Provision Plan and its reviews, both of which you will be encouraged to be involved with and comment upon.

3. *How will the curriculum be matched to my child/young person'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. We understand that children learn at their own pace, so we closely monitor progress using Provision Plans. All parents are invited to contribute to their child's Provision Plan and we will keep you informed of any progress that is made.

4. *How will you and I know 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 support your child's needs. This means we identify concerns about a pupil through discussions between class teachers, our Intervention team and pupil progress meetings which are held termly. Through this we will determine a timescale for a classroom based intervention and expected outcomes. We will consult with you on progress and if expected outcomes are not met; agree a timescale for specific support following a clear provision plan. We will review with you the impact of interventions and if appropriate access further support from outreach services at the Primary Consortia or those directly purchased by school. We will always plan 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. We will signpost you as a parent and carers to appropriate support services available to you.

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 our mission statement, "Together with Jesus, we Learn and Grow in Faith" and the Gospel Values. The school will keep in contact with you about your child's overall well-being through parents' evenings and annual reports. If needed, meetings that are more regular will be organised with appropriate staff including our Family Liaison Officers; Mrs Hyland and Miss McKenna. Their role is to support children and families and they work closely to ensure effective communication between home and school.

The school will keep in close contact with you about your child's overall well-being. To support the development of positive behaviours when entering our school, we have a Buddy System where older pupils ensure that children are not isolated or lonely. We have Play Leaders and Prefects to support all children in building friendships. We use Circle Time/SEAL to ensure that all the children are listened to and we have a School Council for children to share their views and ideas. Our two Family Liaison Officers offer support to pupils and families who may be having difficulties with attendance, behaviour and other pastoral issues. School can also access Family Support officers who can offer help and advice to our families.

If a child requires medication in school then the procedures listed in the school's policy on Supporting Children with Medical Needs are followed.

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

The school can, with your consent, access specialist support. 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 support services including CAMHS (Child and Adolescent Mental Health service) and SALT (Speech and Language Therapy Service). The School Nurse team hold regular drop in sessions for parents/carers in school and various medical/health services can be accessed through this service. The SENDCos can also refer pupils via the School Nurse. School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools through Primary Consortia.

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

Our school SENDCos are highly trained and experienced members of staff. They liaise closely with all teachers and support staff to ensure that the best practice is cascaded. The SENDCos attend Local Authority Briefings to keep up to date with any legislative changes in SEND. The SENDCos and support staff can access training through Primary Consortia. All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include Sign- a- long training, Early Talk Boost, Dragon writing, Pirate Writing, Rainbows, Play Leaders training etc. We can also access school nurse service to receive advice on health issues.

8. *How will my child/young person 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 that your child may require extra 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.

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

The school environment is adapted and can be adapted further to meet the needs of all of our children. At present we have lift access to upper school, coloured strips on hand rails and stairs for children with visual impairment and ramps for easy access to the building.

Our school is on a split site with EYFS and KS1 based on one level open plan building with no internal stairs. KS2 are based in a two floor site with a lift available. We have ramps located at different access points, disabled toilets (some adapted with grab rails), fluorescent lines are used to highlight changes of level within school and its ground for children, staff and visitors with a visual impairment. For more information, please see school's accessibility plan.

As a school we can access interpreters to ensure communication is accessible for parents/carers who need to attend meetings and whose first language is not English.

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 senior staff. We will contact any specialist support services that support your child and invite them to a Team Around the Child 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 settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes. We can develop a transition plan, if necessary, in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.

All paperwork, assessments, review plans for intervention etc. are shared, either from or to new settings.

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 SEND budget is allocated to meet the needs of the children on the SEND Register. The progress and attainment of all the children is tracked and resources are allocated according to need. The SEND budget is used to ensure that school staff are trained to support your child and to purchase specialist help and equipment if needed. We also use the budget to ensure that children's individual needs are met from specific interventions and programmes where appropriate. If needed, school can apply for High Needs Funding for individual children to support their learning.

12. Who can I contact for further information?

If you require more information about our school, please contact the main school office on 01512288436.

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

The Local Offer can be found on the Liverpool City Council website: www.liverpool.gov.uk¹²