

St Brigid's Catholic Primary School – Local Offer



At St Brigid's Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further positive support may be needed to help them to achieve their targets.

What is 'The Local Offer?'

The local offer was first introduced in the green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

Knowsley Council's framework will allow the local offer to provide parents/ carers with the information about how to access services in their local area, and what they can expect from those services. With regard to Education, it will let parents/ carers of young people know how schools and colleges will support them and what they can expect across the local setting.

Here are some answers to questions that parents/carers might have about St Brigid's Primary School's Local Offer.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At St Brigid's Primary School children are identified as having SEN through a variety of ways including the following:-

- Liaison with Nursery/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO

- Talk to us – firstly contact your child's class teacher, SENCO or Head teacher
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

HOW WILL SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- Our SENCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher/Senco. The regularity of these sessions will be explained to parents when the support starts.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCO is available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of an Education Health Care Plan (EHCP) or have a Statement of SEN, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry and then every year through to Year 6, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.
- Children who are not making expected progress are picked up through Review meetings with the Class teacher and Deputy / Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Central Area Support Team.
- The school also has a Learning Mentor / Parent Mentor who works under the direction of the SENCo, with vulnerable children and parents during the school day.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often reflecting on how their behaviour has affected those involved. We follow the Restorative Practice model so that children can discuss their feelings openly. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Mentor. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness/attendance but are now able to get their children into school on time.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a Rights Respecting school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.
- Children in KS2 carry out a Pass Audit which enables the children to tell us about their worries/concerns.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Central Area Support Team; Health including – GPs, school nurse,

clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have a member of staff who has had training in delivering Speech & Language programmes from Speech & Language therapists.
- All teachers and TAs are Team Teach trained to support children with behavioural difficulties.
- All of our TAs have had training in delivering reading and spelling / phonics programmes.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is fitted with ramps at specified fire exits.
- We liaise with EAL (English as an Additional Language Service) who assist us in supporting our families with English as an additional language.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary schools, De La Salle and St John Bosco, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an EHCP (Education Health Care Plan) or Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving a TA.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Miss Barker, our SENCo.
- Look at the SEN policy on our website
- Contact Parent Partnership – Liverpool 0151225 4947
Knowsley 0151 443 3283

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin office to arrange to meet the Headteacher (Mrs Tyler) or Deputy Headteacher / SENCo (Miss Barker), who would willingly discuss how the school could meet your child's needs.

Sometimes we use abbreviations which can lead to confusion for all of us!

Here is a list of the most useful SEN terms.

ADD - Attention Deficit Disorder
ADHD - Attention Deficit Hyperactivity Disorder
BESD - Behavioural, Emotional, Social Difficulties
BSL - British Sign Language
CAMHS - Child and Adolescent Mental Health Services
COP - Code of Practice
DFE - Department for Education
DLA - Disability Living Allowance
EBD - Emotional and Behavioural Difficulties
EWO - Educational Welfare Officer
FE - Further Education
HI - Hearing Impaired
ICT - Information and Communication Technology
IEP - Individual Education Plan
LA - Local Authority
LD - Learning Difficulty
MLD - Moderate Learning Difficulties
MSI - Multi-Sensory Impairment
OT - Occupational Therapist
PD - Physical Disability
PMLD - Profound Multiple Learning Difficulties
PPS - Parent Partnership Service
PRU - Pupil Referral Unit
PSP - Pastoral Support Plan
RA - Reading Age
SA - Spelling Age
SALT - Speech and Language Therapist
SEN - Special Educational Needs
SENCO Special Educational Needs coordinator

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SEND Special Educational Needs and Disabilities

SLD - Severe Learning Difficulties

VI - Visual Impairment

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.