

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.

The four broad 'areas of need' are defined as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

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 SEND and their families. This information will set out what is normally available in schools to help children with lower level SEND 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.

From the 1st September 2014, all schools are required to publish an SEND Information Report on their school website. This report contains SEND information and informs parents/carers about how the school will meet the needs of all pupils, including SEND pupils.

At St Brigid's, although a Knowsley school, we serve families who live in Knowsley and Liverpool Local Authorities. The Local Offer by Local Authority provides details of services and support provided for parents and is available to view on their website. It is important that you access the information from the Local Authority in which you live:

KNOWSLEY

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>

LIVERPOOL

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

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 SEND through a variety of ways including the following:-

- Liaison with previous setting, nursery or school
- Child performing below age expected levels
- Concerns raised by parent/carers
- Concerns raised by teacher (for example, behaviour or self-esteem is affecting performance)
- Liaison with external agencies i.e. Occupational Therapy (support for physical difficulties)
- Health diagnosis through a paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO

Talk to us – firstly contact your child's class teacher to make them aware of your concerns. If you wish to, please also alert the SENDCo (Mrs Richards/Mrs Hunter) or Headteacher (Mrs Tyler). We pride ourselves on building positive relationships with parents/carers. 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 SENDCos oversee all of the support and progress of children 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/SENDCo. The regularity of these sessions will be explained to parents/carers when the support starts.

WHO WILL EXPLAIN THIS TO ME?

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

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCo 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.
- Mrs Karen McKenna, is the Chair of Governors and also responsible for SEND. She meets regularly with the SENDCos and reports to the Full Governing Body to keep all informed.
- The Governors agree priorities for spending within the SEND 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 the curriculum 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 and you are welcome to make an appointment to meet with either the class teacher or SENDCo 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/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If appropriate, we can operate a home / school link book which your child will bring home regularly so that comments from parents/carers and teacher can be shared and responded to when needed.
- If your child is on the SEND register, they will have a Personal Provision Plan (PPP) or Play Plan (PP) which will have individual / group targets. This is discussed on a termly/half termly basis and parents/carers are given a copy of the PPP/PP. 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), which means that a formal annual review meeting will take place to discuss your child's progress and a report will be written and sent to the Local Authority.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school, we measure children's progress in learning against both national 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 EYFS, National Curriculum levels, Reading levels and cognition assessment (NFER Verbal and Non Verbal Reasoning assessments).
- Children who are not making expected progress are picked up through Pupil Progress Review meetings with the Class Teacher and SENDCo / Headteacher. 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 a child is discussed at one of these meetings, parents/carers will be informed.

- When the child's PPP/PP 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 SENDCo 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 (Mrs Lodge) who works under the direction of the SENDCo/ Headteacher, 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/Carers 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 a Personal Support Plan (PSP) is written alongside the child and parents/carers to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident, we expect the child to review 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 and half termly by the Head teacher. 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 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.
- When appropriate to do so, children who have a Personal Provision Plan (PPP) or Play Plan (PP) discuss and set their targets with their class teacher.
- We have 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.

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

- 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, mental health support team, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists. Our school has committed to funding our own Speech & Language Therapist on a weekly basis due to the needs of our children and SEN register. We also provide a Play Therapist for children who have experienced trauma or attachment issues.

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

- Within EYFS/KS1 and KS2 - We have members of staff who has had training in delivering Speech & Language programmes from Speech & Language therapists.
 - Some TAs have been trained in Play Therapy support children with emotional/ behaviour difficulties.
 - All of our TAs have had training in delivering reading and phonics programmes.
- * Staff are trained across the school in a variety of areas such as autism, SEND accreditation, graduated response, ASC strategies, memory intervention/ precision teaching, ELSA, DESTY and PPP/ PP writing.
- Training is continually reviewed on a need led basis.

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 that the health & safety of all 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 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 who require help.

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 class/teacher 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 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 SEND or an EHCP (Education Health Care Plan), a transition meeting will be held with parents/carers and SENDCos from both schools, either within our school or virtually, to discuss the full needs of the child and necessary next step actions. At the end of the meeting there is a transfer of SEND documents.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND 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 SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a need led 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 SENDCo, 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 related and or targeted levels.
- All decisions will be made through on-going discussions with parents/carers.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on PPPs and PPs 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 the SEND 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 Mrs Hunter/Mrs Richards (SENDCos)
- Look at the SEND policy on our website
- Contact Parent Partnership – Liverpool 0151 233 0496
Knowsley 0151 443 3283
- The Local Offer by Knowsley Local Authority provides details of services and support provided for parents and is available to view on their website:
KNOWSLEY: <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>
LIVERPOOL: <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

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

- Contact the school office to arrange to meet the Headteacher (Mrs Tyler), who will discuss how the school could meet your child's needs.

Below is a list of the most useful SEND terms but please let us know if there is anything you do not understand.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Services
COP	Code of Practice
DFE	Department for Education
DLA	Disability Living Allowance
EWO	Educational Welfare Officer
FE	Further Education
HI	Hearing Impaired
ICT	Information and Communication Technology
PPP	Personal Provision Plan
PP	Play Plan
LA	Local Authority
LD	Learning Difficulty
MLD	Moderate Learning Difficulties
MSI	Multi-SENDSory Impairment
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PD	Physical Disability
PMLD	Profound Multiple Learning Difficulties
PPS	Parent Partnership Service
PRU	Pupil Referral Unit
PDA	Pathological Demand Avoidance
PSP	Pastoral Support Plan
PTSD	Post-traumatic Stress Disorder
RA	Reading Age
SA	Spelling Age
SALT	Speech and Language Therapist
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs/Disability

St Brigid's Catholic Primary School Information Report 2024



SENDCO *Special Educational Needs/Disability Coordinator*
SLD *Severe Learning Difficulties*
VI *Visual Impairment*