Holy Cross Catholic Primary School

OUR SCHOOL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND

We are a Catholic school and our mission is to develop a Christ centred community, which recognises Christ's love in every person and reflects the gospel values in the life and development of each child in our school

As a Catholic school everything we do is underpinned by *Gospel Values*. Our *School Mission Statement* is: ***A Family living, loving and learning together through the light of Christ.***

1. **How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?**
• All pupils are rigorously tracked in literacy and numeracy. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support. • Termly Pupil Progress and SEND (special educational needs and disability), pupil progress meetings; carefully monitor and track the progress of individual pupils throughout the year. In these meetings children are discussed as to whether they will meet their end of year targets. At this point your child may be identified for a long or short-term intervention to support them in their learning. • These interventions may be daily, two or three times a week or weekly and will vary from ten minutes to approximately thirty minutes, depending on the intervention/need of the pupil. Teachers monitor the success of these interventions and make judgements upon their effectiveness by closely monitoring the impact on pupil's progress.

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- In our school, teachers refer pupils to the Special Educational Needs Co-ordinator (SENCO), these are the pupils who we may have concerns about their progress. The class teacher or the school SENCO will then arrange to meet with the parent and discuss any concerns and any possible action to be undertaken as a result. These children will receive School Support.

- If your child is new to our school, then progress will be discussed with you as the child's parent/carer. We will also contact your child's previous school or 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 has not already been identified by the school, then an appointment can be made to see the class teacher and SENDCo in the first instance.

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

- All teachers use high quality teaching and adapt activities to support all pupils within their class, pupil progress is closely monitored and tracked; however, if there are still concerns regarding your child's progress, your child may be added to the SEND list. An Individual School Support Plan will then be put into place. Parents and pupils will be invited to be part of this process. Plans will be shared electronically with parents and carers; however, paper copies can also be made available.

- Class teachers and support staff work closely with the school SENCO to ensure the needs of all children are identified early and support strategies are put in place.

- 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.

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- Agencies to support children may include, for example, School Nurse, Speech and Language Therapy, Educational Psychologist, Community Paediatrician, Occupational Therapy, Physiotherapy, Specialist School Support etc. The frequency of the support your child receives will depend upon their level of need.

- Except in exceptional circumstances, or where digital signature is accepted, 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 very closely with all agencies to ensure all 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 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.

- Currently we receive outreach support and advice from the following: MAST, Play Therapy, MHST and Beautiful New Beginnings. However, this is not an exhaustive list as the school responds to need when possible.

- We also receive support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).

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

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- The school recognises that children are at different levels in their learning and learn in different ways. Work is adapted according to need. To support all children the school delivers an exciting, challenging and experiential curriculum, which is taught in a variety of different ways. Both formal and informal assessment and careful analysis procedures to ensure children's individual needs are met. We offer small group support and individual support to our pupils when needed.

- These interventions may be daily, two or three times a week or weekly and will vary from ten minutes to approximately thirty minutes, depending on the intervention/ need of the pupil. Teachers monitor the success of these interventions and make judgements upon their effectiveness by closely monitoring the impact on pupil's progress.

- 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 life-long learning.

- We understand that children learn at their own pace, so we closely monitor progress using individual School Support Plans. All parents are invited to contribute to their child's Support Plan, and we will keep you informed of any progress that is made in meeting the targets in the plan termly. This will happen electronically through Provision Map. Paper copies will also be made available on request.

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

- As a Catholic school, everything we do is underpinned by Gospel *Values*, our *School Mission Statement* and our School Motto.

- 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.

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- 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.

- Foundation Stage and Key Stage 1 & 2 have assigned Paediatric 'First Aiders' to attend to children when necessary. All Teaching Assistants have first aid certificates. We have a defibrillator in school. A large team of staff in school have received defibrillator training, (12 staff). We have also extended our paediatric training to other areas of school.

- Attendance and punctuality (for all pupils) are monitored closely to ensure all children are receiving their full entitlement to education. Our Attendance team works very closely with the School Leadership Team and when appropriate Educational Welfare Officer (EWO), to track children's attendance from across the school. The school will engage with Local authority when necessary to improve attendance through statutory services.

- If attendance is an issue for a child with SEND, this will become the first target on their plan. SEND pupil attendance will be very closely monitored by the school SENCO, SLT and Learning Mentor. EWO services will also be involved as well as medical personnel at GP surgeries/dentists.

- 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 Playground Friends, which is a buddy system where older pupils ensure that children are engaged in positive play and quieter children are not isolated. We have breaktime and lunchtime games activities for all children. They support children in building friendships and for those children who can find unstructured playtimes difficult.

- Zones of Regulation are also SEMH support programmes for pupils. We have adopted a whole school approach to this programme.

- We have also developed 2 spaces for a nurturing environment using therapeutic approaches, to support our pupils with SEMH needs. It is also a quiet low stimulus environment for those children who may need it.

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- We have also engaged the services of a Play Therapist to support individual pupils for one day a week.
- Our School Council meets regularly, allowing for our pupil voice to be heard and acted upon. The pupils are involved in fundraising, developing new initiatives and reviewing current practices.
- All staff can supervise children administering medicines with parental permission; and on completion of appropriate signed paperwork from the child's parents; and a signed letter from their child's GP.
- We have named Safeguarding Officers, and all staff are regularly trained in child protection. Care and control training was completed in
- We regard the overall well being of the child by engaging children in a range of physical activities and SEMH support. Some children may engage in sensory circuits throughout the day to support sensory need.
- Breakfast Club can be accessed by all our families. Please contact the school for further details.

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

- The school belongs to SEN Consortia, (City and North 3), where we meet with other schools in the local area and discuss the best way to support our pupils. This is a very successful model of school-to-school 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 services including CAMHS (Child and Adolescent Mental Health Service), Seedlings and SLT (Speech and Language Therapy Service).
- School staff are trained in a variety of specialist areas and school can access the expertise of teachers from other schools in their Primary Consortia.

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- School also supports families to access ND Pathways and Community Paediatric Services for assessment. This is always in close partnership with our parents and carers.

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

- The SENCO attends Local Authority Briefings – SIL, to keep up to date with any legislative changes in SEND. Relevant information is fed back to staff.
- The SENCO and support staff can access training through our Primary Consortia and specialist outreach support.
- Staff in the school receives training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language Training, ASD/ADHD/ADD and Dyslexia awareness training, SEMH training
- All training provided responds to the needs of the children and the staff at any given time.
- Staff have recently been trained in supporting pupils with allergies.

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.
- Before all off-site activities/trips, a risk assessment is undertaken.

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- If your child has needs, you may be invited to accompany your child on the activity/trip; so that they can access the trip/visit.

8. How accessible is the school?

- The school is accessible for wheelchair users
- Wheelchair access is only possible through the main entrance where there is a disabled toilet and lower ground floor
- We access support from the LA, (Local Authority) through EMTAS, for children who are learning English as an additional language, (EAL) as required, to support our children and families.

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?

- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- You will be invited to look around the school and meet senior 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. During this discussion we will ensure that any move to or from another school has been fully discussed with parents ensuring the appropriateness of this for an individual child.

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- We will contact any early year's settings, or other schools' you child has attended to gather information about their needs.
- We will contact any specialist services that support your child and ask you to invite them to a Team Around the Child (TAC) 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.
- 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.
- For pupils in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school. We also have CPOMS and Provision Map, which can securely transfer information between settings.
- For pupils transitioning at the end of a Key Stage or at the end of a Year to specialist provision, staff will support the pupil, and their family make an effective and supportive transition. We endeavour to ensure that a member of staff can help and support, by accompanying the family on their initial visit. These pupils will have an EHC Plan, (Education and Health Care Plan).

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 currently on the SEND Register.
- The 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.

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- The SEND budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement with SENISS to support children who have specific learning difficulties, EMTAS, Seedlings and Educational Psychologist Services Support. This is not an exhaustive list.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- The budget is also used to ensure Learning Support Assistant support for specific interventions for groups of children or 1-1 support when required.
- The Governors are fully informed regarding the allocation of funding and its impact. They are kept regularly updated regarding special needs provision throughout the year.
- High Needs Funding may be applied for through the Local Authority where it is deemed necessary to support the pupil. This funding is reviewed annually and is allocated through the Local Authority Banding System.
- We have a designated SEND Link Governor who meets with SENCO to review the school's needs and proposed developments.
- For the development of overall physical well-being, we have been allocated P.E. and Pupil Premium Funding provided by the Government.

11. How are parents involved in the school? How can I be involved?

- In school we adopt a graduated response to meeting a pupil's needs. This means we record concerns about a pupil at pupil profile meetings and determine a timescale for a classroom-based intervention and expected outcome.
- 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.

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- The impact of all interventions is measured and monitored closely. 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 or assessment. Your view and your child's view are always sought, valued and acknowledged. It should be noted that school shall endeavour to access support but it is sometimes not within the school's power to ensure that this support takes place within a certain timeframe.
- If, following interventions, a child's progress continues to give a cause for concern; the 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. If appropriate, the school will access further support from outreach services from The Behaviour Improvement Team (BIT).

12. Who can I contact for further information?

- Senior school staff and teachers meet and greet the children and parents/ carers each morning and likewise at the end of the school day.
- We regularly invite parents to a variety of events throughout the year for example, coffee mornings, topic days, religious celebrations, fundraising charity events and assemblies.
- We invite specialist agencies into school, to talk to you about how they can support you and your child.
- In Foundation Stage we hold "stay and play" sessions, where you can come in and stay with your child for a morning or an afternoon.
- We hold regular parent's meetings for you to talk to your child's teachers about their progress and attainment.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress and their learning.

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- We can refer parents to a Family Support Worker for additional support
- We have an open-door policy.

Who can I contact for further information?

Who would be the first point of contact if I want to discuss something about my child?

If you would like to talk to a member of staff please contact the school office.

If you would like to discuss any of the provisions that we offer at Holy Cross Catholic Primary School, please contact the school on 0151 236 9505.

If you require more information about our school, please go to our school website: www.holycrossliverpool.co.uk

The Local Offer can be found in the Family Services Directory on the city council website: www.liverpool.gov.uk