



**Kirkdale
St. Lawrence**
Church of England Primary School

SEN Information Report

December 2016

SENCO/ Inclusion Manager: Mrs Cottom

SEN Governor: Reverend Mike Griffin

Contact: 0151-922-2775

Local Offer Contribution:

Our School Approach

Welcome to our SEN information report. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This published information is updated annually.

High quality first teaching is of paramount importance in our school. The provision we offer children with SEN is constantly monitored and additional interventions are put in place accordingly. These processes help us to regularly review and record what we offer all at our school and thus support the learning and inclusion of all. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral and support arrangements.

Our local offer outlines our provision for children in Kirkdale St Lawrence with SEN. It has been produced with pupils, parents/carers, governors, and members of staff.

Kirkdale St Lawrence C of E Primary School's Local Offer

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

All pupils are monitored in all areas of learning and more specifically Literacy and Maths. This is done on a half termly basis through carefully planned pupil progress meetings (class teacher, assessment manager and). If there are concerns about a child needing extra support then this is identified and acted upon.

The class teacher, Inclusion Manager and Assessment Manager will work together to decide on the best action to take and make plans for supporting the child in our school. Arrangements will be made to meet with parents/carers to discuss plans to support and update them on progress and next steps for their child.

If your child is new to our school then progress and attainment will be discussed with you as your child's parent/ carer. We will also contact their previous school or nursery to gain information in relation to their progress and attainment.

If you have any concerns or you think your child has any special needs that have not already been identified then an appointment can be made with the Special Educational Needs Coordinator (SENCo) Mrs Cottom and/ or the Head Teacher Mrs Forshaw and your child's needs can be discussed.

2. How will school staff support my child?

Every child is different and therefore we ensure teaching and learning is tailored to suit every individual, including those with special needs.

If there are concerns about your child's progress or development, they may require an individual education plan (IEP). This is a set of specific targets that outline pupil's next steps and measure their progress. The class teacher will share and discuss this with the child's parent/carer and this will be in collaboration with the SENCo. If your child has an individual education plan they will receive some small group or one to one support from the class teacher or other support staff within the school throughout the week.

As well as support in school, some children may need the assistance from outside agencies that will offer advice and suggest new strategies or interventions to help your child. This might include: School nurse, Speech and Language Therapist, Education Psychologist, Community Paediatrician, Occupational Therapy or Physiotherapist. We are also supported by other specialist schools who work alongside teachers and the SENCo at the school to assist with strategies to promote positive behaviour, ASD (Autistic Spectrum Disorder) and Learning. This is in the form of advice and guidance. We will always work closely with parents and carers and inform them of progress and next steps.

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

All children at Kirkdale St Lawrence benefit from high quality teaching which is differentiated to meet the needs of all learners, including those who need extra support or pushing further. They are continually assessed and their progress tracked to ensure their needs are being met.

To support all children, at our school we deliver the curriculum in lots of different ways, suited to the learner

Additional support might include:

- Small group intervention (in class or out of class)
- Individual support
- Access to specific resources (use of technology or specific aids)
- Mentoring or nurture programs
- Individual support with a specialist provision(this will take place in school)

These interventions may be daily, or two or three times throughout the week, and will vary in time, from ten minutes to approximately 40 minutes depending on the child's needs and type of intervention.

All progress is monitored carefully through half termly pupil progress meetings with the class teacher, SENCo and Assessment coordinator.

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

Staff: Child Protection Officer, SENCo, Learning Mentor, Attendance and Welfare Officer, First aiders, class Teacher/ support staff, who are all trained in child Protection

As a Church of England School, we are mindful of ensuring a Christian ethos is present in the delivery of the curriculum.

Children's emotional and physical well-being is of paramount importance and we will work closely with parents/ carers to inform them of their well-being where required.

We have play leaders as well as our School Mentor and Education Welfare Officer who are present on the yard at lunchtime to ensure children feel safe and supported at all times. Many of the staff in our school are trained first aiders

We have a comprehensive PSHEE (Personal, Social, Health, Emotional and Economic) scheme that is delivered throughout the school as well as our school council which exists to give children a voice to share views and ideas.

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

Our school has access to a variety of specialist services such as SENISS or outreach support to support children with learning difficulties, behavioural and or emotional difficulties, as well as children with a diagnosis of ASD (Autistic Spectrum disorder).

We also receive support from the Education Psychology service and SENISS (Special Educational needs Integrated Support Service).

Kirkdale St Lawrence belongs to SEN (Special Educational needs) consortia where the SENCo and head teacher meets with other schools in the local area to discuss best practice and access extra support.

For children that cannot access support via the school, referrals can at times be made to other specialist services by our SENCo. This will be with consent of parents.

6. What training does the staff supporting children and young people with SEND receive?

The SENCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN and the most effective practice and provision in Special Needs.

There is a variety of training accessed by staff through an academic year to enable them to support the children in their care. This may include dyslexia training, speech and language training and precision teaching.

7. How will my child be included in activities outside the classroom including school trips?

The school has the National Inclusion Quality Mark which acknowledges that all children are fully included within school life.

Where possible, provision will be made for all pupils to access areas of the curriculum including extra-curriculum activities. The school will always contact parents prior to any activity taking place if we think your child may require additional support.

Before any off-site activity, a full risk assessment is carried out and preparation made in advance. This may involve additional support being put in place for your child to ensure their full participation.

8. How accessible is the school?

Kirkdale St Lawrence has wheelchair access at a number of points throughout the school including; the main entrance, nursery and school hall. There is also a disabled toilet on the ground floor.

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?

All children starting nursery will be offered a 'home-visit' appointment to help with the transition into school.

Children starting school in Reception and year groups 1-6 will be invited to look around the school and meet school staff.

If you feel your child has additional needs, you may be asked to meet with the head teacher and or the SENCo to discuss any concerns.

We will contact any early years setting, other schools or specialist services that your child has attended to ensure that we are working in partnership to achieve the best outcomes.

At Kirkdale St Lawrence there is a planned transition programme which supports all pupils moving into new classes and year groups. This involves teacher meetings, and planned activities giving children an opportunity to meet their new teacher and spend time in their new classroom.

For those children moving into High School, a SENCo's (Special Educational Needs Coordinator) meeting takes place in the summer term where information is shared with secondary schools.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

The school receives a budget that is allocated based on the number of children with special needs at the school. The SEND budget (Special Educational Needs and Disability) is allocated to ensure that children's individual needs are met.

This is provided in a number of ways, for example: additional staffing, additional and specialist resources as well as staff receiving up to date training to ensure they have the skills they need to support children at the school.

Progress and attainment is tracked half termly and specific intervention groups, one to one support and plans for additional resources or training is planned accordingly to support children's progress and attainment.

The SENCo and the head teacher meet with the designated governor to review the schools needs on a regular basis.

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

The children's progress and development is continually monitored and tracked on a regular basis. This is done in an informal way through observation and general day to day contact but also on a more formal way through pupil progress meetings, which take place half termly, and parent's meetings, which are carried out termly.

If a class teacher or other member of staff feels that a child has any difficulties in a specific area, they are able to approach any member of the senior management or SENCO to discuss this. Likewise, any parents/ carers with concerns can also meet with the class teacher, SENCo or head teacher to discuss them.

If a child's progress or development is giving cause for concern then the school may implement an intervention programme to support them. This may be in the form of sessions such as: additional maths or English or alternatively a programme to support a child's social or emotional well-being.

If following intervention, a child's progress continues to give cause for concern, the SENCo, and or class teacher will discuss next steps with the child's parents/ carer.

If appropriate, we may access further support from outreach services that may be able to offer more specialist support. This will be in partnership with parents and carers of the child.

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

The head teacher is happy to offer individual appointments to discuss specific issues.

Class teachers are available at the end of the day if parents/ carers need to discuss anything.

Parent/carers teacher meetings take place each term.

We regularly invite parents/ carers to coffee mornings and family assemblies.

A variety of themed open days, workshops and family learning sessions allows parents to take part in their child's school life.

All of our parents are invited to join HSCA (Home School Community Association) the HSCA arrange a number of fundraising events throughout the year and all new members are welcomed.

Half termly IEP (Individual Education Plan) and IBP (Individual Behavioural Plan) meetings take place at the school. Parents/ carers are given the opportunity to be involved in reviewing their child's progress and making plans for next steps.

13. Who can I contact for further information?

If you would like to talk to a member of staff please contact your child's class teacher, Mrs Cottom (School SENCo) or Mrs Forshaw (Head teacher).

0151-922-2775

You can also access further information about our school on the website: www.kirkdale.liverpool.sch.uk

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

If you have specific questions about the Liverpool Local Offer please look at

<http://www.Liverpool.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>