

St Margaret Mary's Catholic Infant School



SEN School Offer

Chair of Governors:	C Ferguson	
Signature:	<i>C. B. Ferguson</i>	Date: 01/11/2017
Review Date:	November 2018	

1. How does the school know if my child needs extra help?

- All teachers continually assess and monitor the progress of all children.
- Every term teachers complete a Cause for Concern sheet to identify children requiring additional support to the Special Educational Needs Coordinator (SENCO), and appropriate action is taken. Where additional advice is felt necessary, the concern is taken to a Multi-agency Planning and Review Meeting held each term.
- The class teacher or SENCO will then arrange to meet with the Parents/Carers at an appropriate time and discuss the way forward.
- The progress of all children is rigorously tracked each term by the leadership team. If there are concerns about progress or a child needs extra support this is identified early and acted upon.

2. How can I let the setting know that I am concerned about any area of my child's development?

- Speak to the class teacher in the first instance, who will inform and seek advice from the SENCO.
- The class teacher and SENCO will together oversee an education plan for your child.
- Our SEN Governor is a regular visitor to school and monitors SEN provision.

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

- All teachers differentiate work within their class, to adapt to the needs of all children.
- Adaptations are also made to the curriculum and learning environment based on advice from the SENCO and other agencies.
- In addition, the following interventions are delivered in school both during and after the school day –
 - Literacy support
 - Numeracy support
 - Phonics Counts
 - Precision teaching
 - Language skills
 - EALIP
 - Memory skills group
 - Social skills group
 - Learning mentor input
 - Draw and talk
 - Sensory circuits
 - Other interventions are delivered as required

4. How will I be informed of my child's progress?

- Parents' evenings and Parent Review Days (Early Years) are held every term.
- In the Early Years, parents receive email updates of progress and significant steps. This will be extended to Key Stage 1 in due course.
- If a child has an individual education plan, parents are invited to reviews at least every term.

5. What support do you have to enable me as a parent to support my child?

- We operate an open door policy and parents are always welcome to ask for advice or express their concerns
- Both the SENCO and any outside agencies involved will offer advice about strategies to meet a child's needs.
- Parents are signposted to courses and parents groups, both in Knowsley and Liverpool.
- A parents' group meets monthly and discusses a variety of issues.
- The learning mentor runs a course called "Power of Parents" every term, which looks at understanding and responding to children's behaviour.

6. What support will there be for my child's overall wellbeing?

- All staff take responsibility for the wellbeing of children in our care.
- The Learning Mentor provides specific support and advice around self-esteem, confidence, friendship, anger management, emotional literacy.
- A health care plan is produced in consultation with parents where a child has medical needs which may impact on them in school or where they require medication or personal care.
- Behaviour support is provided on whole-school basis, following advice from the SENCO and learning mentor.
- The Learning Mentor provides support via the Sunbeams programme for those children who have experienced loss through bereavement or family changes..
- The Learning Mentor provides support to remove barriers to good attendance and punctuality. This is encouraged by weekly attendance certificates for classes, termly medals presented by the Attendance Hero and, where necessary, individual support.
- The child's views are captured through the education plan review process, and through assertive mentoring reviews.

7. What specialist service and expertise are accessed by the school to support my child?

- The following agencies can be called upon to provide advice and support –
Educational psychologist

Specialist teacher
ASC teacher
Inclusion support worker
Family First
School nurse
Speech and language therapist
Paediatrician
School Attendance Service
Play therapist

- The school is committed to commission extra resources where necessary, e.g. Extra educational psychologist time, extra support in class, 1:1 support or small intervention groups.
 - The SENCO accesses training and regular SEN briefings, both from Knowsley and Liverpool.
 - Whole school training is provided each year relating to the SEN action plan and the school development plan.
 - Individual staff access training dependent on the needs of the children in their class, eg Makaton Signing.
 - The Learning Mentor accesses support and training in a range of areas, particularly through the local learning mentor network.
 - The SEN budget is allocated by the governors, in consultation with the leadership team and addresses the priorities for each term. It covers the SENCO and learning mentor's salary, additional teaching assistants and teaching support, training costs and resources to aid differentiation, intervention groups and Service Level Agreements.
 - Parents can access information about pupil premium via the school website.
8. How accessible is the school and how will my child be included?

- Parts of the building are wheelchair accessible; forward planning ensures that a child is placed in the most appropriate classroom.
 - We have a disabled toilet and facility for changing, and a shower.
 - Where English is not a family's first language, we can access support from the local authority for translated materials and interpreters.
 - The school's access plan is produced by the local authority, and adopted by the school and shared with the Liverpool Archdiocese. It is reviewed by the Premises and Health & Safety Committee of the governing body.
 - We undertake careful forward planning to ensure that the necessary support is in place to enable all children to engage in all activities, based on individual needs. No child is ever excluded from an activity because of their individual needs.
9. How will the school prepare my child from transitions on to the next stage of education?
- Nursery staff conduct home visits to ensure a positive start to each child's time with us.

- Reception staff visit those settings attended by children who do not attend our nursery prior to them starting in reception classes.
- The Learning Mentor and class teachers provide whole class, small group and individual support for the transition to each year group, particularly to the junior school.
- One page profiles are made with each child with additional needs and are shared with all staff who work with that child.
- With parental permission, all reports, education plans and successful strategies and interventions are shared with the next class teacher or school.
- Prior to transition to the Junior School, children take part in carefully planned transition programme, which includes sessions in both the infant and junior school, with staff from both schools
- All children receive a transition book before they move up to the next class.

10. How are parents, carers and families involved in the school?

- Involvement is encouraged in the following ways :-

Induction and information meetings prior to starting each year group.
 Termly Parents' evenings and EYFS Parent Review Days
 Review meetings
 Family learning activities and workshops
 Links with children's centres
 Parent governors
 Regular drop-in session with school nurse
 Monthly meeting for parents of children with additional needs
 Website and regular newsletters
 Shared homework activities
 Visits of prospective parents are always welcome.

10. Who can I contact for further information?

SENCO – Mrs Janet Lysons
Headteacher – Mrs Louise Byrne
Deputy Headteacher – Mrs Margaret Boardman
SEN Governor – Mrs Ann Jones

Learning Mentor – Mrs Jackie Harris