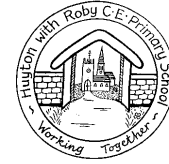


Huyton with Roby Primary School ***Local Offer***



1. How does the school know if children/ 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 and monitored. If there are concerns about a child's progress or if a child needs additional support then this will be identified and acted upon. This may mean small group intervention work or individual support.
- These interventions may take place daily or weekly depending on need. Teachers monitor the success of these interventions and make judgments on their effectiveness by monitoring your child's progress closely.
- 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/ 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 discuss this with the class teacher.
- The class teacher will then discuss any concerns with the Special Educational Needs Co-ordinator (SENCO) and/ or the Headteacher. Any actions will be discussed with you and implemented as appropriate.

2. How will school staff support my child?

- Class teachers and support staff work closely with the school SENCO to ensure the needs of 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.
- Agencies to support children may include, for example; School Nurse, Speech and Language Therapy, Educational Psychologist, Community Paediatrician, Occupational Therapy, Physiotherapy
- Except in exceptional or extenuating circumstances, 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 also 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.

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

- The school recognises that children are at different stages in their learning and also learn in different ways. To support all children the school delivers a wide and varied curriculum in a variety of ways. Both formal and informal assessment and careful analysis procedures ensure children's individual needs are met.
- 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 learning.

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

- As a Church of England school everything we do is underpinned by our ethos which is based on Christian *Values*
- 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.
- 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.
- There are assigned Paediatric 'First Aider' to attend to children when necessary.
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.

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

- The school has access to a variety of specialist support services from a wide range of agencies, including, those noted previously and also the following areas of specialism; advice for children with *social, emotional and mental health*, children with *Learning Difficulties* and children with a diagnosis of *Autistic Spectrum Condition*.
- The school receives support from the Educational Psychology Service and Central Area Support Services.
- We have access to many specialist services including; CAMHS (Child and Adolescent Mental Health Service) , Speech and Language Therapy Service and the 5 Boroughs Partnership
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other specialist schools if appropriate.

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

- The SENCO attends Local Authority training regularly.. She feeds relevant information back to staff and governors.
- There is a variety of Local Authority and Consultancy training that individual and whole staff access to enable them to support the children in their care. This may include, for example, training related to early identification of children with additional need, Speech and Language training, specialist training related to Autistic Spectrum Disorder, Dyslexia training

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. You would always be contacted before a planned activity/trip which would be away from the school site.
- Before all off site activities/trips, a risk assessment is undertaken.
- If appropriate, you may be invited to accompany your child on the activity/trip school.

8. How accessible is the school?

- Huyton with Roby has wheelchair access at a number of points throughout the school including; main entrances front and back, nursery and KS1 hall. There is also a disabled toilet and full access to disabled parking.

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?

- You will be invited to look around the school and meet school 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.
- We will contact any early years 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 invite them to a transition meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- There is a comprehensive plan in place to support all pupils when moving to new classes and year groups.
- 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.

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

- The school's Special Educational Needs and Disability (SEN/D) budget is allocated to meet the needs of the children on the SEN/D List.
- The SEN/D 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.
- The SEN/D budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.
- A 'Service Level Agreement' with the Local Authority is in place to enable access from specialist services to support children as appropriate.

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

- In school we adopt a 'graduated response' to meeting children's needs. This means we record concerns about a pupil at pupil progress 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.
- The impact of all interventions are measured and monitored closely.
- If, following interventions, a child's progress continues to give cause for concern, your 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.

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

- Parent/carer and teacher meetings by appointment each term.
- School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day.
- Parents/careers are invited to join 'Stay and Play' activities and Family Learning sessions..

13. Who can I contact for further information?

If you would like to talk to a member of staff please contact your child's teacher, Mrs S. Wills the school SENCO or Mrs J Stratford the Head Teacher.

You can also access further information about our school on our school website:

www.huytonwithrobyce.co.uk