

Schools Extended Local Offer Response

How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At St Cleopas, we have a continuous cycle of assessment. This is done formally through completing tasks (summative) and on an individual, on-going, basis (formative). It is rigorously monitored to ensure that 'no child slips through the net'. This helps every teacher plan for the children and identify additional and Special Educational needs. We use Age Related Expectations to ensure that we make early identification of additional needs and to put support in place. This is achieved through differentiation in planning, specialist interventions from trained Learning Support Assistants (LSAs), support from placements from the Inclusion service and working with a group of specialist services through the local consortia (group) of schools and services. By working with Health, Special School provision, Educational Psychology Service and the Local Authority, we are able to access specialist advice for diagnosis and support in helping your child access mainstream education.

How will early years setting/school/college staff support my child/young person?

This will begin by listening to you and your child. Our initial meetings in the year centre on finding out from you how your child engages and any concerns you have. We also may approach you with our own observations and concerns. Every child has targets for learning so that we can find out how much they have learnt and report to you. However, if your child is identified as having additional needs we will write a specific plan to address these. This will identify what the needs are, how we are going to address them, the support that will be put in place, how we will engage your child in their learning, how you can support them and how we will know if it has succeeded. This is called an Individual Education Plan (IEP). In the support that is identified, there may be a specific intervention named e.g. NELI, Spelling Made Easy, Toe by Toe or Number Sense. We make sure that the intervention by the school is matched to your child's particular need. If we require additional support or a diagnosis, we will work with a variety of services to ensure that this is put in place; these are named at the end of the document. One to one support is available for children with specific needs and is carefully timetabled. The sub-title of our SEND policy is 'Help me to help myself'. We believe that commitment to inclusion is about ensuring the right kind of support to promote independent learning and living with all the skills needed to also be a resilient learner.

How will the curriculum be matched to my child's young person's needs?

At St Cleopas, we are strongly committed to every child's potential to excel. All aspects of the curriculum are differentiated and each child is involved in their own target setting. Where children are attaining below age related expectations or 'milestones', it is important that we broaden the depth of learning where they are currently achieving. This prevents 'gaps' in learning and makes sure that your child can build on their current skills and knowledge rather than feeling they are being 'left behind'. As individual targets are set in English, Maths, Behaviour and Attendance across the whole school, no child with SEND should feel that they have 'special' targets; it is part of our whole school practice to address every child's needs to ensure they access the full curriculum. However, the support required for this may differ for a child with SEND and this will be identified within the IEP.

In our school we have an identified SENCo, Mr Fitzgerald, and an identified Governor for SEND, Mrs D Williams. Our newly-established SEN Team offers additional support to the SENCo in the daily management of SEN across our school. The team consists of Miss K McDowell (KS2) and Miss L Humphreys (KS1). They meet to discuss provision for children, support for staff training and report

on a regular basis to the full governing body. The Headteacher is also involved in meeting with parents, outside agencies and procuring the best possible services to support your child.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Decisions on type and amount of support are based on the needs of the child and come from the school's allocated SEND budget. The type may come from staff expertise and resources and the amount will be according to impact of specific intervention or support. We will always discuss this with yourselves as parents, your child and the class teacher through termly progress meetings. Impact is measured through our tracking systems and discussions with how settled and happy your child is. Where specialist support is required we work closely with health and social services in addition to the Local Authority SEND officers to provide the appropriate and high impact support your child needs. We review this on a regular basis which is at least termly but may be more often depending on the type of need and professional support required

What support will there be for my child's/young person's overall well being?

We are fully committed to every child being in school and work closely with the Education Welfare Officer (EWO), to make sure your child is in school. This includes our First Day response if a child is not in school and support in helping you bring your child to school or making sure they get home safely. All staff, children and governors have signed up to an anti-bullying charter and we hold regular E-Safety, Safeguarding, Healthy Living and Learning assemblies for parents and children.

We work hard, in partnership with you, to avoid exclusions and they happen very rarely. These are never made on the grounds of a child's SEND. We train staff on conflict management, administration of medication, peer mentoring, acceptance of responsibility for actions and reactions and we have staff trained to use the defibrillator (Oliver King Foundation). Additional medical needs e.g. Diabetes, allergies and the use of Epi-Pens are reviewed on a regular basis to ensure provision and continuity.

We work closely with social services to provide whole family support, including counselling for adults that find themselves in difficult circumstances

What specialist services and expertise are available at or accessed by the setting/school/college

The SENCo has the National SENCo Award. The Deputy Head is a Specialist Leader in Education regarding Behaviour Management and engaging disaffected learners.

If the school believe that they need to bring in extra/additional and more specialised support for your child they can apply to the consortium for outside agency involvement. The outside agencies currently used by St Cleopas are:

- Education Psychology Service
- School Inclusion Service –Placements at Primary Education Centre, Hope School and specialist provision and Pupil Support Centres.
- SENISS - learning needs
- School Nurse -Health
- EWO (Education Welfare Officer)

- CAMHs (Child and Adult Mental Health Service)
- YPAS (Young Persons Advisory Service)
- Seedlings SLA
- Abbots Lea – Specialist School for Autism
- Physiotherapy Service
- Speech and Language Therapist
- Barnardos: Bereavement and Mental Health Counselling
- Rainbows Centre (Alder Hey)
- Occupational Health

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

Deputy Head: SLE in Behaviour support and management

SENCo: National Award for SENCos Pending

Two HLTAs with specialist qualifications in provision for Dyslexia

HLTA with Early Years Development Degree

Specialist Staff: Positive Handling, Specialist Handling of children with Special Physical Needs, Paediatric First Aid Training for all LSAs, Oliver King Foundation Training in defibrillation. Administration of Medications (pending).

All staff: Dyslexia Friendly Practice

Safeguarding

All Staff: Safeguarding Training

Positive Behaviour Management

Dyslexia Friendly Provision and Practice

- The use of technology to support learning where necessary e.g. AcelleRead AccelleWrite

How will my child/young person be included in activities outside this classroom including school trips?

At St Cleopas we are committed to inclusion and equally committed to experiential activities to enhance children's learning.

All activities will be adapted as much as safely possible in order to meet the needs of your child. When children are taken off site to activity centres etc. the qualified instructors and people responsible will be made aware of your child's needs and/or disability. Parents will always be informed if their child's class is going on a trip and a discussion will be had with the parent, school

and activity provider to ensure the child can join in the activity safely. We will always ensure that the supervision and teaching ratio is appropriate for your child's needs and copies of risk assessments are always available for parents to look at.

How accessible is the setting/school/college environment

Our school is on one level with an additional outdoor classroom and Roundhouse. Access to the main school is through the Hall for wheelchairs, and a ramp with handrail has been included to the Junior playground to facilitate children and adults with walking and mobility issues. Doors to the classrooms have been widened to ensure easy access and both outdoor classrooms have an inclined and visual access. The entrance from Beresford Road to the Infant Playground also has an inclined ramp. All classrooms have an Clevertouch interactive screens with sound control. Partitioning in classrooms has been added to minimise distractions where needed and we utilise iPads, laptops and handheld ICT equipment to support learning for children with a variety of difficulties such as motor impairment, visual impairment and autism.

We have a toilet and changing facility for people with SEND which also has a Flashing Alarm for the auditory impaired. Each child or adult with SEND has a Personal Evacuation Plan which is followed rigorously for fire alarms or any issues where personal safety may be compromised. This is reviewed on a yearly basis.

We work with EMTAS for children who do not have English as a first language to help each child understand the curriculum and be a part of the school family. Each class has at least one LSA who are trained in a variety of interventions to support learning. Our aim is to create independent learners and we ensure that children with SEND or additional needs have access to teacher as well as Learning Support Assistant

Where necessary, we support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting. We will also provide copies of IEPs and any planning and support notes that have been developed while your child was with us.

For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school.

Where necessary, we may 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.

We often 'top this up' by arranging a transition programme where your child will spend time once or twice a week getting to know the routines of their new school and having 'keeping in touch' meetings after your child has started their new school

How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life

You will be invited to look around the school and meet significant staff. You will be invited to visit and stay for a short session before starting school. In some cases e.g. Nursery, attendance may build up over a series of sessions.

We will contact any early years settings, or other schools your child has attended to gather information about their needs.

How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

Resources are allocated depending on the need of the child. The SEN budget is used to:

- cover LSAs salaries
- cost of running interventions
- Purchase of SLAs
- Purchase of specific resources
- Purchase of Specialist advice or necessary changes to the physical environment to ensure accessibility
- Cover part of the SENCO's salary
- Ensure adult to child ratio is of the appropriate number when accessing out of school and curriculum enhancement activities

Who can I contact for further information?

Your first point of contact if you have a child in school will be the class teacher or Mr Fitzgerald, the SENCo.

If you are new to us, you can contact the school on 0151 727 1725 for a telephone appointment or visit to the school.

Please look at our website www.stcleopas.co.uk for additional information.

Parent Partnership are a service who will help and support parents through any aspects of the SEN process, they can attend meetings with you and explain anything you maybe unsure on. You can contact Parent Partnership on 0151 225 3510