



Monksdown Primary School

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 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 where possible. These interventions may be daily or 2/3 times per week, and will vary from 10 minutes to approximately 45 minutes, depending on the nature of the intervention and the child's need. Teachers monitor the success of these interventions, judging their effectiveness by the impact on the pupil's progress.

- If the school feels that your child needs support in areas where we do not have expertise, the school will seek advice and support from appropriate outside agencies. When an outside agency is to be consulted, parental permission will be sought and you will be involved in the consultation process. Parents will also be made fully aware of any outcomes and will be invited to discuss the next steps.
- The school will also consult outside agencies when there is a need to assess your child's development and progress in a more specific way, in order to help us to pinpoint any barrier that may be preventing your child from progressing appropriately, and to jointly

develop a plan for your child. Again, parents will be involved and kept fully informed.

- If your child is new to the school, then progress will be discussed with the previous school or nursery.
- If you think your child has a special need and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCO or Head Teacher at which your child's needs will be discussed.

2. How will school staff support my child?

- Where your child is being supported within the classroom setting, the Class Teacher will plan appropriate interventions for him/her. Either the Class Teacher or a Teaching Assistant will be working on interventions with the child. Some interventions e.g. Lexia are computer based and do not need constant adult input. If your child is working significantly below the level of his/her age group then a Personalised Provision Plan may be put into place. This specifies targets for your child. You will be provided with the plan for your child and given the opportunity to comment on it or discuss it with the Class Teacher, as well as the necessary information to be able to continue aspects of the programme at home with your child. This plan will be reviewed and updated regularly; at least termly or more often when appropriate.
- Where your child is receiving an intervention outside the classroom setting, the intervention will be planned and delivered by an appropriately trained Teaching Assistant, a teacher employed by the school, or a teacher from an outside agency. Such interventions will be overseen by the school's Interventions Co-ordinator and SENCO.

- The school Governors will be made aware of the number of children receiving interventions and their impact.
- The school tracks the progress of all children, including those with a special educational need. Children receiving a specific intervention programme will have their progress monitored before and after the intervention. Where an intervention is long-term, progress will be monitored at regular intervals throughout. In this way the school can ensure that the interventions are pitched correctly, are aimed at the right children and that they are having an impact.

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

- All children work at appropriate levels in all classes, including children with special educational needs. This means that tasks and the support provided within lessons are differentiated according to the child's level of understanding and their learning needs. If your child is unable to access the curriculum, a Personalised Provision Plan may be developed for them.
- The school tracks the progress of all children, including those with a special educational need. Progress is reported to parents regularly, in the form of parent-teacher meetings and yearly reports. If your child has a special educational need, you will be informed of any changes or developments in their learning needs three times per year (or more often if we feel it is appropriate), when intervention arrangements are being reviewed and updated. During this process, you will be able to provide your views on your child's programme and to discuss their progress with the Class Teacher.

- For children whose progress is being monitored as part of the EHAT process (Early Help Assessment Tool) , regular review meetings will take place every three months, or more often if deemed appropriate. During these meetings, parents and all professionals who are currently working with the child will be given the opportunity to attend and to discuss progress and future steps.
- If your child's special educational need requires more regular contact between home and school, informal meetings can be set up between you and the Class Teacher during which current issues and developments can be discussed.
- Additionally, parents who feel that they wish to discuss their child's needs with the school are able to request an appointment to see the Class Teacher, SENCO or Head Teacher.
- Parents are regularly made aware through the weekly school newsletter and the school website of any training or events for parents which are taking place in the school. When training is provided by an outside agency in another location, it will be advertised on posters placed on the school noticeboard. Where a specific training event is deemed to be particularly suitable for a family or parent, the parent will be informed directly.

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

- The school prides itself on having a high standard of pastoral care. All staff are trained to look out for and respond to any issues which may affect a child or family's well-being, and

parents or children who request help with such issues are met with a helpful and immediate response.

- The school has a Learning Mentor who works with individuals or groups of children in order to help them deal with particular issues. These issues may be long term, in which case the Learning Mentor will plan and deliver a themed intervention e.g. bereavement counselling. In other cases, the Learning Mentor is able to respond to current issues which may be experienced by individual children or by families.
- Where the school feels that the expertise of outside agencies is required, particularly when dealing with issues affecting a child's mental health, such agencies will be contacted and their support will be requested. Parental permission will be sought, and parents will be kept fully informed and invited to play a major role in the process. In extreme cases, if the school feels that a child's safety is at risk, a relevant outside agency will be contacted as a matter of urgency without initially seeking parental permission.
- Where children are experiencing social difficulties, e.g. children with ASD, and specialist help is needed, the school will request support from an appropriate agency after seeking parental permission and discussion with parents.
- If your child needs personal care or medication, either permanent prescription, inhalers or occasional medication, they can be catered for. You will be asked to complete an overview and permission form so that first aiders can administer general medication or care where possible.
- The school has a low incidence of exclusion and children who experience behavioural issues receive support. All school staff play a role in supporting children with behavioural issues. In

every case, the school will sympathetically investigate the root of the issue in order to help the child and their family to deal with anything that is having a detrimental effect on the child's behaviour in school. The school also does its best to support families who are experiencing behavioural issues at home which do not manifest in school by providing consistent home-school links and by signposting the family to appropriate support outside the school setting.

- Children in the school are actively encouraged to be open about their worries and concerns through assemblies, PSHE work in class and through prominent displays and posters around the school. Children with special educational needs are also encouraged to share their viewpoints through a guided annual questionnaire/interview with the SENCO.

- The school may also access support from:
 - Health services, including Community Paediatricians and Occupational Health
 - CAMHS (Child and Adolescent Mental Health Services)
 - YPAS Seedlings therapeutic service
 - Educational Psychology Services
 - Springwood Heath Outreach (supporting children with physical difficulties)
 - Liverpool Social Services

- The school also accesses specialist support through the local consortium (Alt2) and actively uses the EHAT process (Early Help Assessment Tool) to access support.

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

The school has links with a wide array of outside agencies, including:

- SENISS (SEN and Inclusion Support Services)
- Educational Psychology Services
- Speech and Language Support
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Advanced Solutions (ASD needs)
- ADHD Foundation
- Health services, including Community Paediatricians and Occupational Health
- CAMHS (Child and Adolescent Mental Health Services)
- Springwood Heath Outreach (supporting children with physical difficulties)
- Liverpool Social Services
- The school also accesses specialist support through the local consortium (Alt2) and actively uses the EHAT process (Early Help Assessment Tool) to access support.

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

- Child-specific Speech and Language Workshops

- Child specific OT training
- Muscular Dystrophy awareness session
- Sensory Processing Awareness for Foundation staff
- SPLD awareness sessions x 2
- Working with children who present individual behaviour challenges
- Teaching pupils with sensory impairment
- Care and control for senior leaders
- Supporting pupils with Down's Syndrome.

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

- The school has a strong belief that all children should be included in every activity both in and out of the classroom, to the very best of their ability. No child will be excluded without a pressing and clear reason. If your child has difficulty accessing an activity, the school will endeavour to find a way to include them. You may be requested to accompany your child on school trips if one to one help isn't available.
- If your child has a particular difficulty, you will be fully involved in planning the best way to include your child in an activity.

8. How accessible is the school?

- We make every reasonable adjustment possible.

- The Key Stage 2 buildings have a ground and upper floor; there is lift access to the upper floor. Doors throughout the school allow wheelchair access whilst many classrooms in Key Stage 2 are open plan.
- There are disabled toilets in the Key Stage 1 and Key Stage 2 buildings.
- The school has links with specialist schools in the Liverpool area who are able to provide advice and support regarding the use of specialist equipment for pupils with SEND.
- Playgrounds have quiet seating areas.
- The school employs a part-time teacher who speaks fluent Polish, who is able to translate for Polish families during parents' evenings and meetings, timetable permitting.

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?

- If the school has prior knowledge of the entry of a child with special needs, we will contact the child's prior setting in order to ensure that we are up to date with the child's particular needs and the actions already carried out. We will also try to obtain all necessary paperwork in order to establish a picture of the child's needs and the experiences of the child and family up to the point of entry. If desired, the school will also arrange an initial meeting with the family in order to introduce ourselves and to provide the child and their family with an opportunity to get to know the school environment, to voice any worries or concerns, and to agree on future actions.

- When a child with special needs is moving from the school to Key Stage 3, the SENCO will meet with the SENCO of the corresponding secondary school in order to discuss the child's particular needs and to pass on and explain any relevant paperwork. For children who are deemed as particularly vulnerable, a transition programme will be set up between ours and the receiving school, during which the child and their family will have the opportunity to familiarise themselves with the new school environment and staff. Where possible, similar programmes will be set up when a vulnerable child with special needs is moving to another primary school.

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

- Resources are allocated to ensure that the needs of all children are met to the best of the school's ability with the funds available.
- The school budget includes money for supporting children with SEND.
- The Pupil Premium Grant is also used to support eligible pupils with SEND.
- The Head Teacher decides on the allocation of the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently attending the school.
- The SLT and SENCO discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much

progress as would be expected. A decision is then made regarding resources/training and support needed. All resources are reviewed regularly and changes made as needed.

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

A decision about how much support is allocated to your child is dependent upon the level of need and the impact of interventions. If your child has an agreed Education and Health Care Plan, we will always ensure that statutory requirements are met (as a minimum). We also seek and where possible follow guidance from other professionals working with your child or with you, and take on board the wishes and feelings of you and your child.

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

- Parental involvement in children's education from an early age has a significant effect on educational achievement. We have regular Parents' evenings/afternoons to which all parents are invited, although you are welcome to meet with the Class Teacher and discuss your child's work at any time of the school year.
- Parents are invited to regular school events e.g. concerts, special assemblies and seasonal themed events.

13. Who can I contact for further information?

Routinely, the first point of contact is your child's Class Teacher. If you would like further clarification or involvement, the school

SENCO or Head Teacher will be happy to talk with you. We aim to be as accessible as possible.