



SUDLEY INFANT SCHOOL SCHOOL RESPONSE TO LOCAL OFFER

Version	Date	Action
Signed: Ms Sue Milan Chair of Governors	Summer 2018	
Next review due:	Summer 2019	

Sudley Infant 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?

- Through rigorous tracking in literacy and numeracy, teachers are immediately aware of any children not meeting their targets. If there are any concerns, then the teacher will monitor them closely and notify the SENDCO and parents.
- If your child is new to the school the SENDCO will contact the previous placement for further information.
- If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO.

2. How will school staff support my child?

The class teacher is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child through monitoring and assessment.
- Planning for and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting or carrying resources) and discussing amendments made with the SENDCO as necessary.
- Writing Individual Education Plans (IEPs), and sharing and reviewing these with parents once each term and planning for the next term.

The Special Educational Needs and Disability Co-ordinator (SENDCO) is responsible for:

- Co-ordinating all the support for children with special educational needs and/or disabilities and developing the school's Special Needs Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the SEND Governor and the whole of the Governing Body about SEND provision in the school each term.

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

- The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand.
- Children are at different levels in their learning and learn in different ways. Your child will experience different ways of teaching to enable him/her to be fully involved in their learning. This may involve things like using more practical learning or providing different resources amended for your child.
- The teacher will use specific strategies which may be suggested by the SENDCO or staff from outside agencies to enable your child to access the learning task if appropriate.
- Your child's progress is continually monitored by their class teacher through observation, assessment and review. This will be discussed in termly parent consultation meetings or more frequently if necessary.
- All children have termly targets for reading, writing and maths which are shared with parents.
- Some children have Individual Education Plans (IEPs) with personalised targets which are decided by the class teacher and discussed with the SENDCO and parents.
- If your child has an Education Health Care Plan (EHCP), detailed records of their learning and the progress they are making towards their targets will be kept. These records are shared between class teachers and classroom assistants and are monitored by the SENDCO. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- You will receive a full report of your child's achievements at the end of each academic year.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Children who are on the SEND list will have termly reviews where progress is discussed and the plan for the next term made.

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This will ensure that we are doing similar things to support them both at home and school and we can share what is working well in both places.

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

- In school we adopt a graduated response to meeting need. This means we record concerns about a pupil and determine a timescale for a classroom based intervention and expected outcome. We will consult with you to discuss these concerns at all stages.
- Following some initial concern about progress or attainment further information will be gathered through observations and assessments. Parents will be informed about these concerns by the class teacher. The child may become involved in some intervention groups aimed at improving their key skills.
- The impact of any classroom based interventions will be evaluated and if appropriate the child will be placed on the confidential Special Needs Register. An Individual Education Plan (IEP) may be produced in conjunction with you and your child.
- The IEP will be reviewed each term with the views of the child recorded. This will then be discussed with parents and a plan for next steps will be made.
- We will always plan your child's support with you, review progress and try to meet needs within our own resources. However, if your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision.
- Outside agency assessments i.e. Educational Psychologist, Speech and Language Therapist will be sought when a more detailed assessment of abilities is required.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- If there are a range of difficulties which involve several outside agencies a request may be made to open an Early Help Assessment Tool (EHAT) to coordinate actions and keep everyone involved up to date with any developments and reports. This may be managed by the school or another agency and would be discussed with you to get your consent.
- Your child may be removed from the SEND list if their attainment and progress levels no longer create a cause for concern. This would be discussed with you in a review meeting.

We also have additional opportunities for involving parents in school:

- We hold class and whole school assemblies to which parents are invited.
- We hold parent briefings each term to update knowledge and understanding of the curriculum e.g. reading, maths, e-safety.
- Topic overviews are sent out at the start of each unit of work.
- Children are given spellings and English or maths homework each week. Guidance information is included to help parents support learning.
- Reading books are sent home daily for home reading. Children are also given unique log-ins for an e-book scheme at home.
- We hold regular parent consultation evenings for you to talk to your child's teachers about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress if required.
- Parents of children on the SEND list have an additional meeting each term to discuss the progress of their child.
- If we feel that accessing a source of support from outside school is necessary we will discuss it with you to gain your consent.
- Parents are invited to help out in classes or in the school library.
- Parents are encouraged to come into school to talk about their jobs or interests.
- We have an active parents' association-SIPFA who hold regular informal functions for families.

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

- The school will keep in close contact with you about your child's overall wellbeing. To support the development of positive behaviours and friendship groups we have a Buddy System where older pupils ensure that children are not isolated or bullied. We have Play Leaders and lunchtime clubs to support all

children in building friendships. We also have a 'worry pocket' for children to write down any concerns they have about any aspect of their school life. We use Circle Time to ensure that all children are listened to and we have a School Council for children to share their views and ideas.

- We have a school nurse drop in session for parents to discuss any medical concerns they have about their child.
- Any medical needs or health plans will be planned in consultation with the SENDCO, parents and the School Nurse or other appropriate specialist.
- There is a separate school policy for the support of children with medical conditions, this includes details about the administration of medication and is available from the School Office on request.
- The school has a Positive Discipline Policy and a Home/School Contract is sent home at the beginning of the academic year to be signed by parents. The policy is available from the school office on request.
- The school may access advice on individual or children from Liverpool Autism Outreach service via the Consortia.
- Further support is available from the Social Inclusion Team, for instance placements at a Pupil Referral Centre.
- School regularly liaises with the Education Welfare Officer to discuss concerns about particular pupils when necessary.
- Safeguarding and wellbeing is taught to pupils through the PSHE (Jigsaw) curriculum.

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

Where necessary and with parents' consent, further advice and support can be requested from

- Educational Psychologist (EP)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy Service
- Occupational Therapy
- Physiotherapy Service
- Alder Hey-professional training for school staff to deliver medical interventions
- Early Help Team
- Liverpool Autism
- SENISS
- Valley High Learning

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

- The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND. This is then shared with other staff.
- Additional training courses are attended as required and requested by staff.
- School teaching and support staff have been trained in many different areas and training is an ongoing process. Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENDCO. A focus for the academic year 2018-2019 is to continue to develop resources in the area of emotional well being and mental health.

8. 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.
- A full risk assessment always takes place to ensure the safety of your child and other children when taking into account activities outside the classroom.
- Settings for trips are informed about specific needs where appropriate if adjustments or special equipment are required.

9. How accessible is the school?

- The building is on two levels with a set of 3 steps between the levels. There is a chair lift.
- Access points are ramped.

- The school office has a hearing loop.
- There are several disabled toilets for pupil and adult use.
- There is a shower to clean children who have soiled themselves.
- Children are introduced to basic signing through a 'sign of the week'.
- When necessary we use the services of an interpreter in meetings to assist parents who sign or whose first language is not English.
- The school website has a translate function which allows parents who do not read English to access key information about our school.

Further information can be found in our Accessibility Plan which is published on our website. This also contains details of our plans for the future.

10. 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?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When a child with a known Special Need joins our school:

- We will meet with parents and any relevant outside agencies to discuss individual needs and devise a personalised transition plan for visiting and becoming familiar with the school.
- Where possible a visit will be made to a child's previous setting e.g. nursery or school, to observe them and speak to relevant staff.
- Copies of any paperwork from outside specialist agencies will be requested from parents and previous settings.
- If an EHAT (Early Help Assessment) is already open we will request to be present at any reviews that are due and to be given a copy of any existing paperwork.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- A social story book will be made for your child if it is felt that they would benefit from it.
- Visits to the new classroom and teacher will be arranged to help your child become more familiar with the layout and procedures.

If your child is moving to another school:

- Contact will be made with the new school's SENDCO to ensure they know about any special arrangements or support that need to be made for your child.
- All records about your child are passed on as soon as possible.
- Relevant staff members from the receiving school are invited to the final annual review for children with an EHCP or EHAT before a planned move.
- Where necessary we will request that your child visits their new school on several occasions and in some cases staff from the new school will visit your child in this school.

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

- The school's SEND budget is allocated to meet the needs of the children on the SEND Register. It is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help or equipment if needed.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate. A provision map details all the interventions being delivered for particular groups of children.

12. Who can I contact for further information?

- If you require more information about our school please go to our school website: www.sudleyinfantschool.co.uk
- If you would like to talk to a member of staff please contact your child's teacher or the SENDCO. Appointments can be made by ringing Parent Line on 728-9639.

Sudley Infant School School response to Local Offer

- The Local Offer can be found in the Family Services Directory on the city council website:
www.liverpool.gov.uk

Further information can be found in the following documents which are all available on the school website or on request from the school office.

- Supporting Children with Medical Conditions in School
- Behaviour Policy
- Accessibility Plan
- Single Equality Policy
- SEND Policy
- SEN Information Report
- School Brochure