NORTHCOTE PRIMARY SCHOOL

School 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 at Northcote Primary School are rigorously tracked in all subjects. 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. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress. Senior leaders meet with staff and discuss this progress during Pupil Progress Meetings.

If your child is new to our school, then progress will be discussed with the previous school or nursery.

If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or/and Miss Gore (SENCo). Your child's needs can then be discussed. Miss Gore will make herself available at the earliest convenience, just please phone the main office on 0151 284 1919 or email on c.gore@northcote.liverpool.sch.uk to book.

2. How will school staff support my child?

Miss Gore will keep in touch with all class teachers, Additional Needs Support Assistants, Learning Support Assistants, One-to-one support staff and the Senior Leadership team to ensure that your child's needs are met and targets in their One Page Profiles are reviewed. The frequency of the support your child receives will depend on their level of need.

Miss Gore/class teacher will involve you in all support plans for your child. School staff will measure the impact of the support given to your child and the progress your child is making. You will be given copies of One Page Profiles and Miss Gore have introduced an email communication system to enhance this correspondence, for those who prefer.

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

The school recognises that children are at different levels in their learning and learn in different ways. To support all children, the school delivers the curriculum in different ways. We offer small group support and individual support when needed.

We understand that children learn at their own pace so we closely monitor progress using One Page Profiles. All parents are invited to contribute to their child's OPP and we will keep you informed of any progress that is made in meeting the targets in the plan. Barriers to learning are identified, and with the support of a range of outside agencies, resources and strategies are implemented to support the removal of these barriers.

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

The school will keep in close contact with you about your child's overall wellbeing. We receive training and support from CAMHS and have a qualified counsellor on site working with children for two days a week.

We have named staff who are trained to administer any medicines your child may need. We also have clear procedures in place to ensure these medicines are administered correctly and safely. Any additional medical needs are discussed with Miss Gore and additional services, when required, are put in place. If we cannot meet the need using staff currently in our school, we previously have employed specialist staff from agencies or trained existing staff up to meet medical needs.

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

The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.

We benefit from the services of Brighter Horizons Counselling Services weekly.
The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).

We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service).

We employ our own speech and language therapist in school annually, to assess all children who require it (with parental permission) and set up programs of support with class teachers.
School staff can access the expertise of teachers from other schools in their Primary Consortia.

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

Miss Gore attends Local Authority Briefings to keep up to date with any legislative changes in SEN.

Miss Gore and support staff can access training through their primary Consortia.

All staff take part in Transition meetings at the end of Summer Term, to discuss individual needs of children in a class prior to the moving into the next class/phase.

Staff in school receive training to meet the needs of all the children attending the school at any point in time. This may include Deaf awareness training, Dyslexia Training, ASD awareness training, Visual Literacy etc.

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. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

8. How accessible is the school?

Parents taking part in the meeting agreed that they would have no concerns in discussing any matters arising with class teachers and/or SENCo. With regards to physical accessibility meetings are held at times convenient for most parents to be able to attend, and flexibility is applied for parents, on request, who need alternative meeting times. Northcote aims to meet the needs of all children and parents with regards to disabilities and physical barriers to the premises, and meets these needs as and when they arise.

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

We will contact any specialist services that support your child and ask you to invite them to an EHAT meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.

We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes.

We 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.

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

Northcote's SEN budget is allocated to meet the needs of the children on the SEN Register.
The progress and attainment of all children is tracked and resources are allocated according to need.

The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement with Family Support Services and Educational Psychology Services to support children who have specific learning difficulties.

We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where 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 need. This means we record concerns about a pupil at pupil profile meetings and determine a timescale for a classroom based intervention and expected outcome.

We will consult with you on progress and if expected outcomes are not met agree a timescale for withdrawal from class to a small group intervention.

We will review with you the impact of interventions and if appropriate access further support from outreach services at the Primary Consortia.

We will always plan your child's support with you, review progress and try to meet needs within our own resources.

If your child requires additional specialist support, we will discuss with you the pathways to more specialist support/provision.

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

At Northcote we have three parents' evenings throughout the school year, where all parents are timetabled to attend and discuss their children's progress and invite parents to attend Family Fun Evenings. We invite specialist agencies into school to talk to you about how they can support you and your child. We hold an annual 'reading breakfasts' where you can come in and read with your child. This coincides with World Book Day. We hold parent workshop and surgeries for you to talk to specialist services. We are happy to offer individual appointments to discuss specific issues with you about your child's progress. We have an open door policy (where applicable, bearing Child Protection and Safeguarding in mind).

13. Who can I contact for further information?

If you require more information about our school please go to our school website: www.northcoteschool.com

Or email c.gore@northcote.liverpool.sch.uk

If you would like to talk to a member of staff, please contact the main office on 0151 284 1919 to make an appointment with your child's teacher or the SENCo.

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

Member of staff responsible:	**Clare Gore**
Date Policy written:	**14th September 2018**
Date to be reviewed:	**September 2019**

Date approved by Governors: 20.9.18