

## PLEASANT STREET PRIMARY SCHOOL

### **1. How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?**

- All pupils are systematically monitored in literacy, numeracy and other areas of development. If there are any concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean a 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 one hour, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- 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, SENCo or Head Teacher and your child's needs can then be discussed.

### **2. How will school staff support my child?**

- The school SENCos will liaise with all class teachers and relevant support staff to ensure that your child's needs are met and targets in their Individual Educational Plan are reviewed. The frequency of the support your child receives will depend on the level of their needs.
- Parents will be informed of IEP targets and support provided for their child. School staff will measure the impact of the support given to your child and the progress your child is making.

### **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 Individual Education Plans. We will keep you informed of any progress that is made in meeting the targets in the plan.

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

- We have a full time pastoral support worker who supports those children with barriers to learning and monitors pupils' attendance and punctuality.
- We have a counsellor who supports selected children with emotional and behavioural difficulties on a short term basis.
- There is a named Child Protection/Safeguarding Officer.
- All staff are regularly trained in child protection and are responsible for ensuring your child's safety.
- All support staff receive regular first aid training.
- The school has access to a defibrillator.
- School has access to the support of a school nurse as and when necessary.
- School staff receive regular training on a number of related health issues e.g. epilepsy, diabetes, use of an Epipen for allergic reactions etc.
- Lunchtimes clubs are available for vulnerable children who need support during the lunchtime.
- We have a school council for children to share their views and ideas.

#### **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.
- 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).
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.
- The school has a Speech and Language Resource Provision which provides support for children with Specific Language difficulties. Pupils are admitted to this class from nursery/primary schools across the city. Only children who have been referred by the Speech and Language Therapy Services following therapy sessions and detailed assessments may be admitted. It is not an appropriate placement for children whose sole additional need is EAL (English as an Additional Language).

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

- The SENCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN and recent developments in good practice and provision.
- All staff in the 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 etc.
- Additional training can also be accessed through our Primary Consortia.

**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 your child may need to ensure full participation.

**8. How accessible is the school?**

- There is wheelchair access to all external doors with ramped access at the side and rear entrances of the school. The school also has a lift to the first floor and a disabled toilet. Access to disabled parking is available in the school car park upon request. There is also disabled parking on the road outside school in Pleasant Street for blue badge holders.

**9. How will 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 with your child and meet relevant staff.
- Where possible, we gather information from previous nursery/primary schools regarding their needs and abilities.
- Where necessary, support and advice can be accessed from outside agencies to ensure your child's smooth transition to their new class/school.

- If appropriate, we support pupils moving to new classes, key stages or secondary provision, providing opportunities for them to visit their new educational settings and supporting them in doing so.
- For children in Year 6, a SENCo transition meeting takes place in the summer term where information is passed to the receiving secondary school.

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

- The school's SEN budget is allocated to meet the needs of the children on the SEN register. Additional teaching and support staff are employed to ensure that individual needs are met.
- 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 SENISS to identify and support children with a range of learning difficulties
- We also use the budget to ensure that children's educational needs are met providing specific interventions and programmes, where appropriate.
- Funding for the Speech and Language Resource Provision is identified in the main school budget. This funding is used to ensure that staffing and other resources are suitable and sufficient to meet the varied needs of those children within the provision.

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

- A concern will be raised by either the parent, the class teacher or any other adult working with the child.
- The pupil's progress will be monitored and tracked closely.
- If there is concern regarding progress an IEP will be drawn up identifying targets and the curriculum will be adapted to suit the needs of the individual pupil. These will be regularly reviewed and parents involved throughout the process.
- Interventions and small group support will be put in place if this proves necessary.
- We will review with you the impact of interventions and if appropriate access further support and assessment from outside agencies.

- If your child requires further additional specialist support, we will discuss with you the pathways to access this provision.

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

- We invite parents to coffee mornings and other social occasions.
- We invite specialist agencies into school to talk to you individually about how they can support you and your child.
- We hold regular open afternoons for you to talk to your child's teacher about their progress.
- Children with statements of educational need and those in the Speech and Language Resource Provision class have an annual review meeting with teachers and appropriate professionals to discuss pupils' progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.

**13. Who can I contact for further information?**

- If you require more information about our school please go to our school website: [pleasantstreetprimary.co.uk](http://pleasantstreetprimary.co.uk)
- If you would like to talk to a member of staff please contact your child's teacher, the SENCo or the Head Teacher.
- The Local Offer can be found in the Family Services Directory on the City Council website: [www.liverpool.gov.uk](http://www.liverpool.gov.uk)