



Since September 2014, the Children and Families Bill requires Local Authorities to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25. This is called the **Local Offer**

The intention of the Local Offer is;

- to improve choice and transparency for families.
- to provide an important resource for professionals in understanding the range of services and provision in a local area.
- to inform the joint commissioning process for children and young people with SEND by setting out in a single place what is available locally.

Clauses 25 and 28 of the Children and Families Bill places a duty on services, including schools to co-operate with local authorities in making information available.

It is central to the ethos of the SEND Green Paper which set out a vision of a new, transparent and holistic SEN system that the Local offer is co-produced with children, young people and their families.

In Liverpool we have developed a communication strategy to ensure that the widest consultation possible informs the development of the Local Offer.

To ensure that all schools are providing consistent information re The Local Offer we are providing a set of questions that parents from a Pathfinder Area devised to ensure that they have the information that is important to them about schools in their area.

We need to share the questions and your answers with parents across Liverpool and establish whether further information is required and the best way to present the information in our Local Offer. We also need to ask parents whether your answers are easy to understand, jargon free and parent friendly.

A specimen answer for primary schools to question one is provided and prompts (in italics) to help you to answer the other questions are provided.

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 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.
- In the Foundation Stage the children are tracked using their individual learning journey's and development matters document.
- School has a cause for concern sheet which teachers use to refer pupils to the Special Educational Needs Co-ordinator (SENCO). The class teacher or SENCO will meet with the parent and discuss the best action to take.
- If your child is new to our school then progress will be discussed with the previous school or nursery.
- When children joining the school have an already identified SEND we work very closely with the agencies that support your child in their current setting and also parents/carers to ensure a smooth transition.
- If you think your child has additional needs that have not already been identified by the school, then an appointment can be made to discuss this with the class teacher, SENCO or Head teacher.
- For those children who transfer into our 'Language Resource Base' their primary speech and language difficulty will have already been recognised.

2. How will school staff support my child?

- All practitioners adapt activities to support all pupils within the class. Children's progress is closely monitored and if there are concerns your child may be added to the SEN register. A Learning/ Play Plan will be put into place and parents and children will be invited to share individual targets.
- School staff are trained in behaviour and learning strategies to support the needs of individual pupils. If a child needs more specialised support then, with parents' permission, outside agencies will be involved.
- The school SENCO will work with all class teachers, Learning Support Assistants/Officers and Education Support Assistants to ensure that your child's needs are met and that targets in their Learning/Play Plans are reviewed. The frequency of the support your child receives will depend on their level of need.
- The class teacher /practitioner and SENCO will measure the impact of the support given to your child and the progress your child is making; this will be shared with you.
- If your child is in the Language Resource Base they will receive therapy from a speech therapist. They may work with your child on a one-to-one base or within a small group to support their specific speech and language needs.

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 a varied curriculum in a variety of ways. This may include small group intervention or individual support. Practitioners monitor the impact of these interventions on pupils' progress.
- We understand that children with SEND learn at their own pace, we use Learning/Play Plans (IEPs) to closely monitor their progress. All parents are invited to contribute to their child's Learning/ Play Plan and are kept informed of progress in meeting the targets in the plan.
- We recognise that some children may need support to access their curriculum; when necessary we make use of specialised equipment to help your child engage with their learning and become independent learners.

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

- The school has access to a variety of specialist support services, when necessary the SENCO works with these agencies for support and advice.
- All staff have had First Aid training
- All staff are trained in child protection and are responsible for ensuring your child's safety.
- The school will keep in close contact with you about your child's overall wellbeing.
- We have Play Leaders to support all children in building friendships on the yard at lunchtimes.
- We have a School Council for children to share their views and ideas.
- We have a monthly school nurse drop in session.

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

- The school can access specialist support from Earnest Cookson for children with Social, Emotional and Behavioural Difficulties, Bank View, for children with Learning Difficulties and Abbots Lea for children with a diagnosis of Autistic Spectrum Disorder.
- Our 2 year provision setting has link with the Children's Centre Service and access additional support when necessary.
- The school belongs to a SEN consortium where we meet with other schools in the local area and discuss the best way to support our pupils.
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).

- With your consent we can make referrals to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service).
- The Language Resource Base is supported by a part time Speech and Language therapist.
- Our SEN teacher and Deputyhead teacher have a post graduate certificate in advanced educational practice (Dyslexia).

6. What training do the 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 the most up to date practise and provision. This information is shared with all school staff at weekly staff meetings
- The SENCO and support staff access training through their Primary Consortia.
- All staff in the school receive training to meet the needs of the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASD awareness training.

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.
- If your child may require additional support to meet required health and safety standards We will always contact you before a planned activity. 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?

- Matthew Arnold Primary School has wheelchair access throughout. There are disabled toilets and full access to disabled parking.
- The 2 year provision site is fully accessible with wheelchair access and a disabled toilet.

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

- In the summer term the SENCO liaises with secondary school staff at a transition meeting to share any necessary information. If appropriate a transition plan will be developed to ensure a smooth transfer, children may have the opportunity to spend time in the new setting.
- Children from our 2 year provision visit the EYFS setting in the summer term. Staff meet to share necessary information and if appropriate set up a transition plan. The Children Centre provision provide a School Readiness course over the summer holidays to prepare SEN children and parents for the transition to our nursery setting.
- Staff from our Language Resource Base will liaise with your child's local school. Children follow a transition plan on their return to mainstream school education.

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 SEND Register.
- The progress and attainment of all children is tracked and resources are allocated according to need. Individual needs may be met through specific interventions and programmes as appropriate
- The SEN budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child.
- A 'Service Level Agreement' with SENISS (Special Educational Needs Integrated Support Service) provides support and advice as necessary.

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

- We work closely with parents to identify and meet the needs of all the children in our school.
- All pupils' progress is closely tracked and monitored. Interventions and small group support may be provided for pupils not making expected progress.
- Pupils on the SEND register will have a Learning/ Play Plan to identify individual targets. Targets are regularly reviewed and parents involved throughout the process.
- We review the impact of interventions and if appropriate access further support from Outreach Services at the Primary Consortia.
- If your child requires additional specialist support we will discuss with you the pathway to access this provision.

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

- We have an open door policy, and are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- Parents / carers are invited to termly parents' evenings to share learning and discuss next steps in their development.
- All parents of Reception age children are invited to an induction meeting during the term before their child starts school.
- Parents / carers of young children are encouraged to 'Stay and Play'.
- When appropriate we invite specialist agencies into school to talk to you about how they can support you and your child.
- Parents of pupils in the Language Resource Base are kept informed through a home-school link book. They are invited to an induction meeting before their child starts school and are invited to termly learning Plan meetings to review progress.

13. Who can I contact for further information?

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