

Love Learn & Grow Together



# **St Teresa of Lisieux Catholic Primary School**

## **Local Primary Offer 2018**

**St Teresa of Lisieux Catholic Primary School  
Mission Statement**

***“ All things are possible when we Love, Learn & Grow together”***

**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 of our pupils are rigorously tracked and monitored. If there are concerns about a child’s progress or if a child needs extra support this will be identified early and acted upon. Suitable intervention strategies will be identified for the child.
- Interventions may take place weekly, daily in or outside of the classroom. Teachers will monitor the success of the interventions, judging their effectiveness by the impact on the child’s progress.
- If your child is new to our school we will contact the child’s previous school to discuss their progress and also talk to the parents/carers of the child.
- If you think that your child has a special need that has not already been identified by the school, an appointment can be made with your child’s teacher and the SENCO (Mrs Philip) to discuss this.
- Parents of children in Early Years should contact Assistant Senco Mrs Whitehead.

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

- All teachers use high quality teaching and adapt activities to support all pupils within their classes. When our tracking has identified a concern about a child we determine the appropriate timescale for a classroom based intervention and the expected outcome from this.
- If the expected outcomes are not met, and if appropriate, we access further support from outreach services through the Primary Consortia The child’s parent/carer would be involved at every stage of the process as in the assess plan do review framed work.
- Some children may require an individual plan to support their progress. The class teacher will share and discuss this with the child’s parent/carer and also with the child. This ensures that both parents/carers and the child have an input into and an understanding of their targets. This will be shared with the child in a way that is appropriate to their age and stage of development.

**3. What specialist services and expertise can be accessed by the school?**

- We can access support from the Educational Psychology Service, SENISS (Special Educational Needs Integrated Support Service) for children in early years.
- Our school is working with a Special Schools partnership via the Primary Consortia

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

- As a Catholic school everything we do is underpinned by our *School Mission Statement*.
- Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. All Safeguarding procedures are robust.
- Children are treated respectfully and their opinions are valued. Children are taught, through a variety of lessons and activities, how to keep themselves and each other safe. Children know who they can talk to if they have a worry or concern.
- School has a learning mentor and a number of pastoral staff to support our children
- Any new EYFS staff will receive Paediatric First Aid training. All staff have received basic first aid training.
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.

#### **5. How accessible is the school**

- All ground floor class rooms and lower dining room are accessible via the yard
- Upper floor classrooms are accessible via a lift
- St Teresa of Lisieux has wheelchair access at a number of points throughout the school including the main entrance. There are also a number of disabled toilets.

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

- 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 is then shared with all school staff within staff meetings.
- The SENCO and support staff can access training through their Primary Consortia.
- There is a variety of Local Authority and Consultancy training that individual and whole staff access to enable them to support the children in their care. This may include, for example, training related to early identification of children with additional need, Speech and Language training, specialist training related to Autistic Spectrum Disorder, Dyslexia training etc.
- Training is given throughout the year based on the child's individual needs.

#### **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. You would always be contacted before a planned activity/trip which would be away from the school site.
- Before all off site activities/trips, a risk assessment is undertaken.
- If appropriate, a child may be allocated a one to one support or you may be asked if you would like to accompany your child on the activity/trip school.

#### **8. 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. Your child will also be invited to visit and stay for a short session before starting school.
- You will be invited to a meeting with the Head Teacher and SENCO prior to your child starting school.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- Where necessary, we support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting.
- For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school. We arrange individual visits with the secondary Senco.

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

- The school's Special Educational Needs and Disability (SEN/D) budget is allocated to meet the needs of the children on the SEN/D List.
- The SEN/D budget is allocated to ensure that children's individual needs are met in relation to specific interventions and programmes as appropriate.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEN/D budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.
- A 'Service Level Agreement' with the Local Authority is in place to enable access from specialist services to support children as appropriate.

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

- We have an open door policy.
- Parent/carer and teacher meetings by appointment each term.
- School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day.
- Parents/carers are regularly invited to class/school assemblies and celebrations or year group activities
- EYFS parents/careers are invited to 'Stay and Play' activities.

#### **11. Who can I contact for further information?**

- If you require more information about our school please go to our school website: [www.stteresaoflisieux.co.uk](http://www.stteresaoflisieux.co.uk) If you would like to talk to a member of staff, or 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 Headteacher. 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)