

Knowsley Village Community Primary School



SEND POLICY

SEND POLICY FOR KNOWSLEY VILLAGE PRIMARY SCHOOL

Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 3.65. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO, with the SEN Governor and in liaison with the SLT. Staff and parents of pupils with SEND have been consulted in the writing of this policy.

Contact details:

SEND/Inclusion Coordinator - Mrs Jane Greensmith (Dip SPLD)
Member of SLT
0151 289 5349
knowsleyvillage@knowlsey.gov.uk

Deputy SEND/Inclusion coordinator – Mrs Christine Healey

Our school values:

Knowsley Village Primary School values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible support to ensure they reach their full potential. We recognise that many pupils will have special needs at some time during their school life. We believe that through quality first teaching, early intervention and appropriate support much can be done to overcome them by parents, teachers, support staff and pupils working together.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Every teacher at Knowsley Village Primary school is a teacher for every child in our school, including those with SEND. They provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

AIMS and OBJECTIVES:

- To provide access to a broad and balanced curriculum for all pupils.
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the [Liverpool & Knowsley SENDIASS](#) service
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them.**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Management of SEND within School

The head teacher and the governing body have delegated the responsibility for the on going implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the on going effectiveness of this policy. The SEND Co-ordinator has responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of special educational needs. Staff are aware of their responsibilities towards all

vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Headteacher:

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (carried out alongside SENCO).
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions with pupils and parents

Special Educational Needs Coordinator

The SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- maintenance of a list of pupils with special educational needs
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need or Education Health Care Plan.
- carrying out referral procedures to the Local Authority to request multi-professional involvement when it is needed..
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils.
- monitoring the school's system for ensuring that Pupil Progress Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion/SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

- liaising closely with a range of outside agencies to support vulnerable learners, including educational psychologist, Additional Needs Teaching Service, Children and Young Peoples' Service, Knowsley Health service, Attendance Service.

Class teacher

- liaising with the SENCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs (class action).
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN register (SEN support). Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements or EHCPs)
- securing good quality provision and good outcomes for all groups of learners including vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are “additional to” or “different from” the educational provision made generally for children of their age in school.
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

SEN Governor:

The Governing body have important responsibilities to pupils with special educational needs. The governing body, through the SEN governor must do its best to ensure that the school makes the necessary provision for every pupil with SEN. Their role is to make sure that the governing body, and the school staff, keep in mind the needs of these pupils. Whether they are considering the budget, personnel, policies or curriculum, they support the SENco, SLT to make sure SEN issues are on the agenda.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. We will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENCO/Inclusion Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue might be referred to the multi-professional Local Operational Team. For further information regarding complaints, please refer to the complements, comments and complaints policy.

Bullying:

Knowsley Village Primary School is an inclusive school and this is promoted with all of our stakeholders - Children, parents, staff and pupils.

Difference is actively and visibly celebrated and welcomed across the whole school. All staff are role models to others within the school in how they treat others. These principles are embedded within our school policies on bullying and behaviour and adopted within a whole school approach to behaviour, inclusion and wellbeing. They are widely and actively promoted to school staff, children and young people and their parents and carers. For further information please refer to these policies.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS;

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Therefore at Knowsley Village Primary higher quality teaching which is available to all children ensures that most pupils are able to make expected and higher progress, however where a child appears to be behind expected levels, or where a child's progress gives cause for concern, teachers should consider all the information about the child's learning and development from within and beyond the school. This can be done through formal checks, from class observations, scrutiny of work and from any more detailed assessment of the child's needs, knowledge and understanding. Where any specialist advice has been sought from outside school, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents who will have been involved in all discussions and considered with them.

There are 4 broad areas of special educational need and/or disability, these are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and / or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

A Graduated Approach to SEN Support:

1. Quality first teaching/ Class Support -

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN at Knowsley village Primary school. Observations and assessments will be used to inform class teacher, parents and pupils of the child's strengths and difficulties and targets will be agreed, who will support, and how they will be successful. The class teacher, parents and pupils will-

ASSESS- A meeting will be held with parents, pupil (if appropriate) and class teacher where results from observation, work and assessments will be discussed, strengths and needs identified.

PLAN- Targets will be agreed and set, additional support or differentiation will be discussed and who will be providing the additional support in school and at home. It will also be agreed how long there should be to work on these targets (normally 6 weeks, but can be a shorter timescale) and the date for the next review.

DO – Pupil will work on their targets receiving differentiated, additional support as agreed at the planning meeting, close observations, records and assessments will be carried out by the class teacher and these will be presented at the review.

REVIEW- The pupils progress against their targets will be discussed and progress measured. If the process has been successful the child may come out of class support, if it has been successful but all parties agree that the support needs to continue then new targets need to be agreed and the process of assess, plan, do, review needs to be repeated. Occasionally the children may not make expected or desired progress and more support is thought to be needed. At this point the child needs to be moved to SEN support with the parents agreement and the SENCO will work with the class teacher, pupil and parents and next steps will be discussed.

School through observation cycle, book scrutiny, data scrutiny and progress meetings will make sure that quality first teaching is available to all pupils in the class. If needed staff may receive additional training or support in meeting a specific child's needs.

2. SEN Support –

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the class support reviews. It will also draw on the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing. Where a pupil is identified as having SEN, schools will place the child with parental permission on the SEN register and take action to remove barriers to learning and put effective special educational provision in place. The different support we can

offer can be seen in our SEN offer, this can be found on our website and also appendix 1.

This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of child. It will follow the same cycle of Assess, Plan, Do, Review as Class support.

Following this process it may be decided that the SEN support is no longer needed in which case an exit plan is agreed by all parties and a further review in 6 weeks arranged to check progress is maintained before being taken off the SEN register. Or it is working and is an appropriate level to ensure the child is making expected and desired progress. If this is the case the cycle of assess, plan, do, review will continue as long as the support is meeting the child's needs. Rarely this support is found to be not meeting the child's needs and an education health care assessment may be needed. This can be requested by school, parents or outside agencies working with the pupil.

3. Education, Health Care Assessment -

Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment.

Where, in the light of an EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority will prepare a plan. It will notify the child's parent and give the reasons for its decision. The local authority will ensure it allows enough time to prepare the draft plan and complete the remaining steps in the process within the 20-week overall time limit within which it must issue the finalised EHC plan. This plan will set out the needs for the child and the provision which needs to be put in place, this will be regularly reviewed with pupil, parents, school and the local authority, to make sure the child's needs are being met.

SUPPORTING PUPILS AND FAMILIES :

At Knowsley Village Primary School we recognise that when a child needs additional support or is assessed as having a SEN or disability it can be a very worrying and stressful time for the family of that child. We have set out in our SEN offer what we can provide in school and explained the process that the child and their families can expect to go through, this can be found on appendix 1 and also on the school website.

Knowsley Borough Council have also presented their Local offer for SEND and this can be found on the Knowsley Borough council website, giving further support and advice to families.

Pupils with a SEN or disability will receive extra support to enable them access to exams, SATs if this is seen to be needed and this will be shared with parents and families at their child's review.

Transition to a new class, new key stage, new school is a worrying time for all pupils and families and can be more so for those with SEND, this transition is carefully planned to meet the needs of each individual child. Typically it will involve

- . Information sharing meetings prior to any move.
- . Pupil to visit new class, setting
- . Pupil (and families if necessary) to meet new setting, teacher, SENco, TA
- . Rules, photographs, staff names of new class or setting shared with pupil and families

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS:

Knowsley Village Primary school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information around arrangements in place in school to support pupils at school with medical conditions, please refer to the supporting pupils with medical conditions policy.

MONITORING AND EVALUATION OF SEND:

Knowsley Village Primary School regularly and carefully monitors and evaluates the quality of provision for all pupils within our school. This is equally true for monitoring and evaluating the provision for pupils with SEND. More detailed information for how the school monitors and evaluates provision can be seen in the assessment policy and also performance management policy. However, typically the monitoring and evaluation of the effectiveness of our provision for vulnerable and SEND learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- On going assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning for support groups.
- Parent discussions with SENCO, class teachers during the review process
- Regular meetings, half termly between the SEN governor and SENCO
- SENCO update provided for full governors each term.
- teacher meetings with the SENCO co-ordinator
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil interviews when formulating individual provision maps.
- pupil progress tracking using assessment data whole-school processes
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records
- regular meetings about pupils' progress between the SENCO, class teacher and the head teacher
- Data scrutiny by class teacher, SENCO and Head teacher
- head teacher's report to parents and governors

TRAINING AND RESOURCES:

At Knowsley Village Primary School in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is through inset and twilight sessions where whole school training is highlighted as a need. Training may also be provided by all staff be encouraged to attend courses, staff meetings or by inviting guest speakers, professionals to school. Training may also be provided by sharing expertise within school, this may be done through team teaching, co coaching or information sharing meetings.

Our school's SENCOs regularly attend the LAs SENCO network meetings and inclusion cluster network meetings in order to keep up to date with local and national updates in SEND.

Resources, including human, are reviewed regularly with provision maps being carried out in the summer term with the SENCO and class teachers. These serve to review provision and the effectiveness of resources and plan for the resource needs for the coming year, which is done with the SENCO, Headteacher and SEN governor.

ROLES AND RESPONSIBILITIES:

Designated teacher with specific Safeguarding responsibility – Mrs. Julia Barlow

Deputy designated teacher with specific Safeguarding responsibility – Mrs. Jane Greensmith

Responsibility for LAC funding – Mrs. Jane Greensmith

Responsibility for managing the schools responsibility for meeting the medical needs of pupils – Mrs. Jane Greensmith

SEN Governor – Ms. A. Hambley

STORING AND MANAGING INFORMATION –

All documents relating to pupils SEND are stored securely within the school, access is only available by SENco, SLT and those seen by the SENco and SLT to need access to some or all of this information eg. class teacher SEN teaching assistance. For further information on the storage and management of information please refer to the confidentiality and information management policy.

REVIEWING THE POLICY:

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

ACCESSIBILITY:

The aim of Knowsley Village Primary School is to ensure that all pupils have full access to a broad and balanced curriculum and to the school.

The school is required by the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, to plan for:

- 1) Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- 2) Improving access to the physical environment of the school This covers improvements to the physical environment of the school and the physical aids to access education.
- 3) Improving the delivery of written information to disabled pupils This includes planning to make sure that written information normally provided by school to its pupils is available to disabled pupils. Examples include handouts, text books, and information about school events.

Knowsley Village Primary School is committed to provide full access to all pupils including those with SEND to all aspects of school life, including after-school

clubs, social events, residential holidays. To gain more information around accessibility, refer to the schools access policy and plan.

Appendices:

Appendix 1 – SEN information Report

School Offer / SEN Information Report – Knowsley Village Primary

Children and Families Act 2014

The Children and Families Act underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer and the SEN Information required as stated in the SEN Code of Practice.

Glossary of terms;

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
IEP	Individual Education Plan
INCO	Inclusion Co-ordinator – organises and monitors provision for children with additional needs, which includes SEN, English as additional language and child protection.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
EHCP	Education Health Care Plan
CA	Class Action
SALT	Speech and Language Therapy/Therapist
SEN Action	SEN Action
SEN	Special Educational Needs
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs.

We have set out our School Offer / SEN Information Report through a series of questions through which you can get more information.

1. How does the school know if my child needs extra help?

We carry out regular assessments and track your child's progress throughout the year. If your child is identified as not making expected progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too.
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning that may support your child.

2. How can I let the school know that I am concerned about any area of my child's development?

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 SENco or Headteacher.

If you are still not happy you can speak to the school SEND Governor.

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

We use a graduated approach to meeting an individual child's needs.

For the majority of children quality first classroom teaching will fulfil their learning needs. Some children may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. They will not be on the SEND register.

Some children may require small group intervention from a member of the support team to bridge a learning gap or to develop strategies to overcome a particular need. They may also access some support from a TA in lessons. Teachers will differentiate the curriculum on a regular basis as a usual way of working. These students will be identified on the register as SEN Support.

For a few students with more complex needs they may require more intensive and long term support in order to thrive at school. These students will have an Educational, Health and Care Plan (EHCP) which will set out clearly what provision the student needs to achieve at school. These students are also monitored by the local educational authority SEND team (Knowsley Borough Council).

4. How will my child's progress be measured and how will I be informed?

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term.

You will be invited to a parent teacher consultation each term and will receive a written report at the end of the Summer term.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and these results are published nationally.

Children at SEN Support will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

5. What support do you have for me as a parent to support my child?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENco, Mrs. Greensmith, is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

IEP's will be reviewed with your involvement each term.

Homework will be adjusted as needed to your child's individual needs.

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.

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

Support we can provide in school may include:

social skills and friendship groups

Relax kids

behaviour programmes including rewards and sanctions.

Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications.

If your child has significant medical needs you will need to speak to the SENco/Inclusion manager to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class.

If you have any worries speak to the class teacher first.

If further support is needed the class-teacher will speak to the Inclusion Manager.

7. What specialist service and expertise are available at or accessed by the setting to support my child?

School will seek the appropriate specialist service or expertise to support the school and families in meeting every child's needs. Below are some of the services we already engage with:

Sports coach

Counsellor

Additional Speech and Language Therapy input to provide a higher level of service to the school.

SEN specialist teacher (spld)

- Autistic specialist teacher
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- C.A.M.H.s
- Inclusion Support Worker
- Family First
- EAL service

8. How accessible is Knowsley Village School and how will my child be included?

Our school building is on one level and is fully accessible to all.

We ensure that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with SEND.

All extra curricular activities are accessible for children with SEND.

9. How will the setting prepare my child for transitions on to the next stage of educational and life?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:

Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.

If your child would be helped by a book to support them understand moving on then it will be made for them.

- In Year 6:

The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school.

<p>Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.</p> <p>Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</p>
<p>10. How are parents/carers/families involved in the setting?</p> <p>All parents are actively encouraged to take part in the school community. This includes:</p> <p>Class assemblies School plays PTFA activities Coffee mornings Sugar tots Parent workshops Parent information meetings. Stay and Play sessions foundation stage</p>
<p>11. Who can I contact for further information?</p> <p>If you have any further questions or you wish to discuss any of these questions further please contact Mrs Jane Greensmith – SENco / Inclusion manager and she will be happy to arrange a meeting with you.</p> <p>Telephone – 0151 289 5249</p> <p>E mail – knowsleyvillage@knowsley.gov.uk</p> <p>Website - www.knowsleyvillageschool.co.uk</p> <p>Also Knowsley borough council can also offer advice and support regarding SEND. The Local Offer can be found on the Knowsley Council website www.knowsleyinfo.co.uk</p>

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

This service offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email =

Knowsleyvillage@knowsley.gov.uk