

At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Basic needs fulfilled

Relationships

Outstanding teaching and learning

Authentic, high quality curriculum

Development of core values

Family and community engagement

Aspirations



Allanson Street Primary School

Local Offer

Issue Date: December 2021

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Our job is to help your child achieve their very best whilst at Allanson Street Primary School.

You know your child well and you may feel that they need some additional help or support for some or all of their time at school. We want to make you aware of the types of support available for your child during their time with us and help you understand who can support you and how our Special Educational Needs and Disability (SEND) provision is accessed.

How does Allanson Street know if my child needs extra help?

- Home visits or concerns raised by parents/carers.
- Transition meetings with previous setting, professionals and parent/carers.
- Liaison with previous school.
- Child performing below age expectation.
- Concerns raised by teacher, for example, behaviour or self-esteem is affecting performance.
- Liaison with external agencies.
- Health diagnosis from a paediatrician.

Who is the best person to talk to about my child's difficulties with learning / SEND?

- Class teacher – this person has the best working knowledge of your child.
- Leader of SEND, Mrs Range.
- Pastoral Manager, Mrs Browne
- Pupil Mentors, Miss Cunliffe and Mrs Tyrer.

How will school support my child?

- Our SENDCo, Mrs Range, oversees all SEND provision across school, working closely with the Head Teacher, Pastoral Team and the Intervention Coordinator.
- Each child's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

- Learning Assistants may work with your child either individually or as part of a group if this is seen as necessary by the class teacher after consultation with the SENDCo. The regularity of these sessions will be explained when the support starts.
- Class teachers will assess your child to identify their strengths, individual needs and the extra help they require. If they need extra or different support than most children their age, they may be placed on the SEND Provision Map and/or have a Support Plan which sets termly targets to specifically address their needs. Parents/carers are informed of this decision and invited to an initial SEND meeting followed by regular review meetings.

Additional provision may initially include:

- Support from a teaching assistant in class.
- Alternative resources such as a sloping board, ICT access, visual timetable/ prompt cards, sensory box, sensory room.
- Work in a small group or on an individual basis working on a specific intervention programme.
- Working with one of our Pupil Mentors.

If your child continues to have difficulties, despite the additional provision, there are other services that we can contact for specialist support for your child and the staff in school.

These include:

- Speech and Language therapists
- Visual/ hearing impairment teachers
- Health professionals
- Educational Psychologists
- Behaviour Improvement Team
- Local Autism and Social Communication Services

At this point, we also discuss your child at a termly multi-agency planning meeting in school which includes the school's Inclusion Officer, Educational Psychologist and a representative from the other agencies listed above. This is a professionals meeting where school ask for support and guidance to ensure the best outcomes for your child.

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

Work within class is pitched at an appropriate level so that all children are able to access activities and tasks according to their specific needs. Typically, this might mean that children receives different levels of support or additional time to complete a task. However, where appropriate, on occasions, tasks can be individually differentiated to meet the

bespoke needs of a child. Differentiation can also take the form of additional resources to scaffold learning. In this way, the curriculum is personalised to meet individual needs.

Pupil progress meetings take place termly between the year group teachers, Head Teacher, SENDCo and the Intervention Coordinator. These meetings help to ensure that the curriculum is matched to learning needs and that children are receiving the correct intervention. Every child in each class is discussed and their assessment data is tracked and analysed. Children who are not making the expected progress are highlighted and a plan for additional provision for the following half term is put in place. If a Support Plan is in place, this is reviewed on a termly cycle ensuring that every half term, progress and provision is discussed for every SEND child.

How will I know how my child is doing?

- We offer an open-door policy. Staff are available at the end of each day to speak with parents/carers. We can offer advice and practical ways to help at home. You are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss in greater detail how your child is getting on.
- We believe that each child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly through Class Dojo and the school website.
- We hold two formal parents' evenings throughout the year and provide a comprehensive written report at the end of each school year.
- We operate a home/ school reading record which can also be used as a link book so that comments from parents/carers and teachers can be shared and responded to when needed.
- We use the ClassDojo system in school which gives parents a direct link to school staff via direct private messaging – staff will reply to parents directly.
- If your child is on the SEND Provision Map they will have a Support Plan. This will have individual/ group targets. This is discussed on a termly basis with parents/carers and reviewed. The targets set are SMART targets (Specific, Measurable, Achievable, Realistic, Time Scaled) with the expectation that your child will achieve the target by the time it is reviewed.
- If your child has more complex needs they may also have a Provision Agreement (PA) or an Education and Health Care Plan (EHCP) which outlines your child's needs and gives specific targets to be met over a twelve month period. Progress towards these targets will be reviewed with parents/carers.

How will the school help me to support my child's learning?

- We share termly IEP individual targets for our children with additional needs so parents/carers are fully aware of the next steps in their child's learning.

- Long term plans and useful resources are shared on the school website so that parents / carers are aware of what their child is learning and can support them in this at home.
- Providing log in details to online resources used in school so that this learning can also be utilised at home.
- Homework is set in line with the agreed age-appropriate policy.
- Year group expectations are shared at the first parents evening of the year.
- Steps to Success half termly challenges are shared with parents / carers so that they can support their child with a wide range of activities aimed at developing both personal and academic skills as well as a real love of learning.

What wellbeing support will be available for my child?

We are a fully inclusive school and welcome diversity. All staff believe that children having their basic needs met and developing high self-esteem are crucial to their wellbeing. We pride ourselves on the dedicated, caring, highly-skilled staff that support your children.

Children who have additional needs may be fully supported, if appropriate, for the whole school day including lunch time and break times ensuring their safety and wellbeing needs are fully met. Structured play activities are available every lunch time to ensure the children are fully engaged and occupied at all times.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore, they are usually the first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support.

This may involve

- A referral to work with one of our Pupil Mentors or Pastoral Manager.
- A referral to access support from a Behaviour Specialist/ Counsellor.
- Advice from the Behaviour Improvement Team.
- Parental support from the Early Help Team.
- The offer of 'The Incredible Years' parenting course.
- Support from the Education Welfare Officer.
- Help and advice from the Food Bank workers as we are voucher holders or our in-house Foodbank / Unicycle Centre.

The wellbeing of children is high priority in our school and we are very experienced at sign posting parents/carers to support in and out of school. We also make sure our Pupil Mentors are available at the start of each school day to speak to parents/carers who may need advice or someone to talk over a home issue with and then they can be signposted to one of the above services.

Are the staff who support children with SEND in this school, provided with appropriate training?

All staff are given training to match the individual needs of the child/ children they may be working with. The outside agencies work closely with the SENDCo in matching training to identified needs whenever possible.

Examples of this are:

- Specific medical needs training for diabetes, asthma, congenital hyperinsulinism and epilepsy.
- ASD training provided by the LASC team.
- Advice and support from the Speech and Language Team, Physiotherapy and the Occupational Therapy departments.

How will my child be included in activities outside of the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure the health and safety of all is not compromised. Every attempt is made to make all activities accessible to all children and modifications will be made whenever possible. Following discussions with parents and carers, in the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

The school site is wheelchair accessible with 3 disabled toilets and 2 shower rooms.

How will school prepare and support my child when they are starting, leaving school?

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all individual needs are discussed and understood.

If your child has complex needs then a transfer meeting will take place between current school, receiving school, inclusion officer and any other agencies that are offering support.

How are the school's resources allocated and matched to a child's special educational needs?

- We ensure that the needs of all children who have SEND are met to the best our ability with the funds available.
- If we require additional funding or resources to meet your child's needs then we discuss this at our Multiagency Termly Planning Meeting with the schools Inclusion Officer, Educational Psychologist and other external agencies to decide whether a referral to the provision agreement (PA) panel is needed to request further funding.
- The SENDCo makes applications to the PA panel stating the current levels of need and how the school are catering for this. We explain what we are requesting, why and what we propose the impact of this request will be for the child.
- If the referral is successful, the panel can grant up to 10 hours top up funding to enhance the 15 hours provision that school provide.
- This funding is reviewed and re applied for annually.
- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

How is the decision made about how much support my child will receive?

- By reviewing children's targets on Support Plans and ensuring they are being met.
- Looking at whether your child is making progress academically against national/ age expectations and the gap is narrowing – are they catching up to their peers or age expectations? This will be reviewed formally each half term through Support Plan reviews and then pupil progress meetings – support is then adjusted accordingly.
- Verbal feedback from the teacher, parent/carers and pupil.

How will I be involved in discussions about and planning for my child's education?

All parents and carers are encouraged to contribute to their child's education through:

- Discussions with the class teacher.
- Parents' evenings.

- Support Plan reviews – parents/carers are asked for their views and comments on progress over the past term as well as informing us of medical updates.
- Attending workshops.
- Providing feedback in the reading diary and on homework.
- Keeping up to date with events happening in school by reading newsletters and accessing the school website and app.

Who can I contact for further information?

First point of contact is your child's class teacher to share your concerns.

You could also arrange to meet with Mrs Range, our school SENDCo, or Mrs Dingsdale Head Teacher

IASS offer advice to parents around SEND and can be contacted on 01744 677368 / 01744 677626

Refer to the SEND policy on our web site.

View the Local Authority Local offer on <https://www.sthelens.gov.uk/send/policies-and-guidance/policies/>

I hope this has answered any questions you may have but please do not hesitate to contact school if you have any further questions.

Allanson Street Primary School

01744 678144