



**Our Lady  
& St. Edward's**  
Catholic Primary School



## **Frequently Asked Questions**

### **How will you know if my son/daughter needs extra help?**

A pupil has SEN if they have a learning difficulty or disability which cause for special education provision to be made for him or her. Children with additional needs are identified by the class teacher during half termly assessment meetings with senior management. They then request the involvement of the SENCo. The class teacher will inform parents of any concerns and will give information on interventions.

### **What should I do if I think my son/daughter may have special educational needs?**

There is an open door policy for any parent who has a concern about a child. The recommended approach is to contact the class teacher and make an appointment to discuss the area of concern. Other members of staff are available such as the achievement mentor and SENCo.

### **How will staff support my son/daughter?**

All relevant adults such as the class teacher, parents, SENCo speech therapist will be involved in writing a one page profile. The pupil's contribution will be included also. It will be decided how the child will be supported, who by and for how long. On the governing body there is a responsible person for SEN who liaises with the SENCo and Head Teacher. This will be explained in the schools SEN policy document which is available for parents to read. If there are any queries parents can contact the Head Teacher and the SENCo who will explain the duties of the governors to the parent.

### **How will the curriculum be matched to my child's/young person's needs?**

Throughout the child's schooling, assessments are completed regularly which provide a baseline and highlight gaps in the pupils learning. Pupils receive a differentiated curriculum and have access to group support and additional interventions if appropriate.

### **How will I know how my son/daughter is doing and how will you help me to support my child's/young person's learning?**

In addition to three parents' evenings and a written report there will be opportunities to discuss the desired outcomes and progress with the relevant staff. A child's one page profile will be reviewed at least annually. All children have targets which can be compared against national expectations. School planning is based on the national curriculum and can be discussed at any time. Parents are encouraged to engage with school. Children have homework activities and home school reading books. Opportunities will be offered to parents to share in their child's education.

### **What support will there be for my son/daughter's overall well-being?**

Specialist school staff are available to support children and their parents. The achievement mentor amongst other staff support children who require pastoral, medical and social support. TAs have received Emotional Literacy Training (ELSA). School are also supported by the CAMHS mental health support team. School are able to refer children to this support if appropriate and support will take place in school. School also has a family support worker who is able to work with children and their families. The school has a behaviour policy and positive reinforcement is the strategy used. Parents are involved if pupils go on report and strategies are discussed involving the pupils themselves.

The attendance officer checks on all non-attendees and strategies are put in place to support families for whom attendance is an issue. An attendance panel has also been established with key staff in school and the locality attendance officer Julie Kelly. Children are motivated to improve their attendance and a reward system is in place.

### **What specialist services and expertise are available at or accessed by you?**

School can advise on specialist service available in the community through the local offer. The school offer will highlight what is available through the school such as access to an Educational Psychologist and Speech and Language Therapist. The designated teacher for safeguarding/SENCO and the achievement mentor can also support pupils and parents and will signpost and refer to other agencies if appropriate.

### **What training have the staff supporting my son/daughter with SEND had or are having?**

The school SENCO has achieved the SENCO award. In house and external training has been received and is also being planned for future dates. Training has been received on such areas as ASD, Dyslexia, Moderate learning difficulties, Working Memory, fine motor, sensory processing, attachment, Emotional Literacy, Resilience in education and Precision Teaching Plus. The Educational Psychologist is able to provide training for whole staff and individuals.

### **How will my son/daughter be included in activities outside the classroom including school trips?**

All planned trips are risk assessed and individual support will be given where appropriate. Pupils who require health care plans will have areas of particular need highlighted and necessary support will be put in place for all activities in and outside school. Parents have full involvement with all areas that require access and will be given prior notice of school trips in order for them to accompany their child if they wish to.

### **How accessible is your setting/school/college environment?**

**The accessibility plan** highlights areas that are fully wheelchair accessible. The extensions to the school have improved the visual environment by the increase in light. There is a disabled toilet available. Where appropriate children are measured for breezie chairs through the Occupational Therapy Service. The annexe building has a rise and fall electrical changing table. School can request an environmental assessment for a pupil who may require adjustments.

## **How will you prepare and support my son/daughter to join your setting/school/college, transfer to a new setting/school/college or the next stage of education and life?**

Parents of F1 pupils and new pupils are invited to attend talks, open days and tour the building with their child in order to familiarise their child with the school setting and introduce them to members of staff and pupils. Parents are given the school prospectus and can also go online to view the school offer and SEN policy. Transition from Our Lady and St Edward's school to other settings involves visits by the pupil to the new setting with parents and a staff member where appropriate. In some circumstances a graduated transition is planned where the pupils have a regular visit to the receiving school. Secondary transfer involves meeting with appropriate staff and visits for parents and pupils. Enhanced transition will involve additional school visits in order for a pupil to familiarise him/herself with the geography of the school and to meet staff. Parents and pupils will have an opportunity to share with the secondary staff their anxieties, needs, concerns and in some cases pastoral care can be agreed.

## **How are your resources allocated and matched to my son / daughter's needs?**

Resources are allocated according to pupil need. The need is first assessed and this involves the views of parents, pupils, outside agencies, observations and assessments. The views of the class teacher and other staff and the feelings and perceptions of the pupil are paramount. A graduated framework is applied in

most circumstances. If the pupil's needs cannot be met by year group resources then additional interventions may become necessary. Regular reviews will indicate the levels of progress to achieve desired outcomes and the degree of support required to meet the pupil's needs. The graduated framework would not apply to a pupil who's needs demanded immediate intervention. The school's aim is to match the level of support to the pupil's needs/disability in order for him/her to access the curriculum. Parents are involved in the decision making at all times.

## **How is the decision made about what type and how much support my son/daughter will receive?**

Information is gathered from all parties especially parents and including outside agencies such as health service. Assessments and observations are undertaken and the views of all staff are considered. This information is shared at year group assessment meetings and the pupil's area of need is identified. For children who have complex needs advice can be sought from the school Educational Psychologist and Speech Therapist. A decision is made how the pupil's needs can best be met and the level of support required.

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

Contact can be made to the school by phone, email and face to face meetings

- School Office (Main school Year 1 -6) 0151 652 3366
- School Office (Annexe F1 and F2) 0151 652 3366
- Class Teacher
- Head Teacher –Mrs Elaine McGunigall
- Deputy Head Teacher – Felicity Salisbury

- SENCo- Mrs Clare Sutton (Mon – Thurs)
- Attendance officer – Mrs Di Birch
- Achievement Mentor – Mrs Debbie Smith
- Family Support Workers – Leanne Brown
- SEN Governor – Mrs Julie Farrelly via clerk to Governors Therese Harris c/o School

School has an open door policy but it is always recommended that an appointment is made through the school office in order to ensure the availability of the appropriate person. School can signpost parents to Wirral SENDLO, Wirral SEND partnership which is an information, advice and support service for parents.

**Can staff get extra help from experts outside if they need to? (e.g. advice and training on medical conditions)**

Outside experts/agencies are available to support staff. The health service has provided information and training for health care plans e.g. Diabetes specialist nurse has provided training for staff. Hearing and vision services have supported parents and staff as well as pupils. Occupational Therapy have delivered training on sensory processing difficulties to staff. Staff have liaised with and visited specialist schools to gain advice on working with children with additional needs. Staff can call upon outside agencies such as Occupational Health, Physiotherapy services and specialist nurses if necessary.

**How will information about the child be circulated to all members of staff and who will be responsible for that?**

All pupil records and information are stored electronically or in a locked cabinet. Appropriate information is passed to staff who are involved with the pupil. The main responsibility for the circulation of information lies with the SENCo. Staff has access to an electronic special educational needs file which contains information to support the pupil. Support plans and one page profiles are located in the SEND file on the google drive. Throughout the year there is an exchange of information regarding the pupil's progress at assessment meetings.

November 2023 to be reviewed November 2024