



## Woolton Primary School

### Local Offer

#### **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. This may mean small group intervention or individual support. These interventions will vary depending on the needs of the individual child or groups of children. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- If your child is new to our school then progress will be discussed with the previous school or nursery.
- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCo or Head teacher and your child's needs can then be discussed.

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

- It is the responsibility of each Class Teacher to inform the KS1 and KS2 SENCo of any child who needs additional support. Once identified, the Class Teacher and SENCo will write a Play Plan (EYFS) or a Pupil Profile (KS1/2) listing three specific targets. The plan will provide details of how these targets may be achieved and who will support your child. These plans will be reviewed in October, February and May/June.
- The SENCo will involve you in all support plans for your child and copies of documentation will be provided to parents/carers. School staff will measure the impact of the support given to your child and the progress your child is making.

#### **3. How will the curriculum be matched to my child's needs?**

- Teachers set high expectations for every pupil.
- A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning means that these pupils are able to study the full national curriculum.



- The school recognises that all children are individuals and therefore all lessons are differentiated to meet their needs. The curriculum is adapted to suit the needs of each learner and a multisensory approach to teaching is promoted.

The curriculum which we offer all of our children is provided through a series of planned units of work which are created and implemented by our teaching staff.

## Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand British Values and Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;

In addition to the national curriculum subjects, we also promote 4 key principles and areas:

- Philosophy
- Enterprise
- Global Diversity
- Sustainability

As a staff we feel that these four areas will help us to develop our children further and prepare them for their future.



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

##### How we keep our children safe:

- At Woolton Primary we are committed to promoting the safeguarding and welfare of our pupils.
- Our school Safeguarding Policy explains how we work together to keep our pupils safe.
- Copies of this policy and other school policies are available from the office.
- Our Designated Safeguarding Lead is Mrs.N.Blanch.
- Our deputy Designated Safeguarding Co-ordinator is Mrs J Ngenda
- Our governor with responsibility for safeguarding is Mr J Ross.
  
- The school operates an open door policy enabling concerns to be dealt with quickly and efficiently by school staff.
- Woolton Primary School has developed a school Charter and Positive Behaviour Policy. Our ethos is to encourage all children and adults to respect and support each other at all times. Children are expected to show thoughtfulness and care for each other.
- Our school charter and positive behaviour policy provide our pupils with the necessary guidance and support that will enable them to demonstrate positive behaviour and attitudes to learning during their time in school.

##### **Our School Charter**

To make our school a happy place for everyone to learn and work we have agreed we will:

- Always respect everyone and celebrate their differences.
- Always look after each other and try to be honest.
- Show we care by resolving disagreements peacefully.
- Always use our best manners and be helpful to everyone.
- Always listen carefully to each other and try our very best in all we do.
- Always move around the school quietly and safely.
- Always take good care of our school property and belongings.
- Show respect for ourselves and our school by wearing our uniform with pride

Our positive behaviour policy explains our school reward system, including our school postcards which are sent home regularly. This policy is adhered to and updated annually.

- To support the development of positive behaviours and friendship groups we have a Buddy System where older pupils ensure that children are not isolated



or bullied. We have Learning Support Supervisors and lunchtime clubs to support children in building friendships. We use Circle Time to ensure that all children are listened to and we have a School Council for children to share their views and ideas. In addition to this, we have specialist Pastoral Team who deliver small group and individual interventions in the areas of social/emotional interaction and conflict resolution.

- Ms Lisa Riley (school nurse) visits the school fortnightly and is available to offer advice on medical issues. There are also staff who are trained to administer any medicines your child may need during school hours.
- Key members of staff, including Lunchtime Supervisors, have First Aid qualifications and some support staff have advanced First Aid training.
- Through P.S.H.E (Personal, social, health and education) lessons, children are taught how to keep themselves and others safe. We practice Mindfulness and receive regular updates from a member of staff who is highly qualified in this area.

#### Equality and Diversity at WPS

- At WPS we are committed to equality and diversity and we are really proud of the work we do to ensure that everybody at our school is treated with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

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

- The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The Educational Psychology Service is now a costed provision which we have subscribed to.
- SENISS (Special Educational Needs Integrated Support Service) support children in the Early Years and Foundation Stage.
- We can make referrals, with your consent, to other specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service)



- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.

## **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 SEND.
- The SENCo and support staff can access training through their primary Consortia.
- Training is available for staff to meet the needs of the children in their class, this may include Deaf awareness training, Dyslexia Training, ASD awareness training, Visual Literacy etc.

## **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. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. 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?**

The Accessibility Plan is compliant with current legislation and the requirements are specified in the Equality Act 2010. Our Accessibility Plan is updated annually and contains actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life
- Maintain and improve access to the physical environment
- Improve the delivery of written information to pupils, staff, parent/carers and visitors with disabilities

## **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 senior staff. Your child will also be invited to visit and stay for a short session before starting school.



Nursery staff also carry out home visits in the weeks leading up to your child's first day at school.

- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and ask you to invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes.
- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- The KS2 S.E.N.Co attends a transition day organised by the Local Authority to meet with Secondary colleagues to discuss your child and hand over any background information regarding their individual needs.

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

- The school's SEND 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 needs.
- The SEND budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- High Needs/Top Up Funding can be applied for in the case of children who require additional support (1.1 staff/specialist provision).

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

- In school we adopt a graduated response to meet needs. This means we record concerns about a pupil at Pupil Profile meetings and determine a timescale for a classroom based intervention and expected outcome.
- We will consult with you on progress and if expected outcomes are not met agree a timescale for a small group intervention.
- We will review with you the impact of interventions and if appropriate, access further support from outreach services at the Primary Consortia.
- We will always plan your child's support with you, review progress and try to meet needs within our own resources.



- If your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision.

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

- We invite parents to coffee mornings and evenings at the beginning of each academic year.
- We can invite specialist agencies into school to talk to you about how they can support you and your child.
- KS1 and KS2 S.E.N.Co's are available for individual consultations and appointments can be made via the school office.
- We have an active Parents Association who organise a variety of activities for families to attend.
- Parents are represented on the school's governing body.
- We have an open door policy.

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

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

[www.wooltonprimary.com](http://www.wooltonprimary.com)

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](http://www.liverpool.gov.uk)