



Respect for all. Learners for life.

Lister Infant School Local Offer

Lister Infant School has recently been awarded the Inclusion Charter Mark and the Basic Skills Award.

September 2016





Lister Infant School's Local Offer

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Mission Statement

At Lister Infant School, we adopt a 'whole school approach' to special educational needs and disability (SEND). All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Our aims are to ensure that all pupils with special educational needs and disability have their needs identified in order to support academic progression and continued physical and mental health and well being.

To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

To ensure all children can access a balanced curriculum, differentiated where appropriate.

To ensure that all pupils with special educational needs and disability are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Lister Infant School's Local Offer

This offer sets out what provision and support is usually available at Lister Infant School for children with special educational needs and disability. This offer was created in conjunction with parents, staff and governors of Lister Infant School. If you require more information or wish to view the school please do not hesitate to contact the school on 0151 228 4069.

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?

- Identification of Special Educational Needs and Disability (SEND) is usually raised by a class teacher unless this has already been identified by another agency.
- All pupils are tracked and monitored. If there are concerns about a child's progress or if a child needs additional support then this will be identified and acted upon. This may mean small group intervention work or individual support.
- These interventions may take place daily or weekly depending on need. Teachers monitor the success of these interventions and make judgments on their effectiveness.
- If your child is new to our school then progress will be discussed with you as the child's parent/carer. We will also contact your child's previous school/ nursery to gain information in relation to your child's progress in that setting.
- If you have concerns or think your child may have additional and/or a special need that has not already been identified by the school, then an appointment can be made to discuss this with the class teacher.
- The class teacher will then discuss any concerns with our school Special Educational Needs Co-ordinator (SENCO) Miss Hamilton and/or the Head teacher, Mrs Davies. Any actions will be discussed with you and implemented as appropriate

2. How will school staff support my child?

- Class teachers and support staff work closely with the school SENCO to ensure the needs of children are identified early and support strategies are put in place.
- As well as support in school, some children may require the support of additional outside agencies. Outside agencies may offer school advice about strategies to support the child or they may work directly with the child and/or their family.
- Agencies to support children may include, for example; School Nurse, Speech and Language Therapy, Educational Psychologist, Community Paediatrician, Occupational Therapy, Physiotherapy etc.
- Except in exceptional or extenuating circumstances, any involvement from outside agencies requires signed permission from the child's parent/carer.
- The child's parent/carer would be involved at every stage of the process. School staff work very closely with all agencies to ensure all advice given to the school to support a child is carried out and monitored.
- Some children may require an individual plan to support their progress. The class teacher will share and discuss this with the child and the child's parent/carer. 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.
- The governing body of Lister Infants has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. This governor and the SENCO have regular meetings to discuss the provision and this is communicated to the governing body. The SENCO also has weekly meetings with the Head teacher to discuss the latest developments. The SENCO provides information to the Head teacher for the report to governors.

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

- The school recognises that children are at different stages in their learning and learn in different ways. To support all children the school delivers a wide and varied curriculum in a variety of ways. Both formal and informal assessments and careful analysis procedures ensure children's individual needs are met and progress is made.
- As a school we are keen for all children to develop a 'skills based' approach to learning. This enables children to become independent learners and develop an enthusiasm for learning.
- Subject Leaders run workshops for parents, to demonstrate or explain methods the school use to teach pupils, enabling parents to support with homework.
- Parent partnership is something that we value highly at Lister Infants, so you will be included in your child's education at all times. You are able to discuss your child's progress at parent evenings or you can make an appointment with the class teacher/ SENCO.
- During parents evening or appointments the class teacher will give you suggestions/ activities to support your child at home.
- Following on from a visit from an outside agency a parent visit or phone call will normally take place so progress, recommendations and targets can be discussed.

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

- 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.
- Each class has a Paediatric 'First Aider' to attend to children when necessary.
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.
- We have Playground buddies to support children in their play at playtime and lunchtime. They are Year 2 children who receive annual Buddy training.
- If a pupil has a medical need then a detailed Care Plan is compiled by Miss Hamilton in consultation with parents /carers and the School Nurse. These are discussed with all staff who are involved with the pupil.
- If a pupil has a medical condition which requires staff training e.g. the use of an epipen, training will be delivered by the school nurse.
- Where necessary and in agreement with parents / carers medicines are administered in school but only where a signed Medi-Careplan is in place to ensure the safety of both child and staff member.

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

- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
- We have access to many specialist services including; CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Service, Abbots Lea School (Autistic Spectrum Disorder), Clifford Holroyd Specialist School, Bank View Outreach service, the school nurse and our Education Welfare Officer.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other specialist schools if appropriate.

6. What training do staff supporting children and young people with SEND receive?

- The SENCO attends Local Authority training each term. She feeds relevant information back to staff and governors.
- 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.

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, you may be invited to accompany your child on the activity/school trip.

8. How accessible is the school?

- Lister Infants is based on the ground level so is very accessible. There are 2 disabled adult toilets and 2 disabled children's toilets. We have disabled parking at the front of the school.
- School had an accessibility audit completed by 'The Equality Acts Audit' company which stated that "The School should all be complimented on the positive attitude it has towards inclusion and its ambitions to breakdown any barriers."
- School work with the EMTAS service (Ethnic Minority and Traveller Achievement Service) to support EAL parents (English as an Additional Language).

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 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.
- We will contact any specialist services that support your child and invite them to a 'Team Around the Child' (TAC) transition meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- There is a comprehensive plan in place to support all pupils when moving to new classes and year groups and when transferring to Junior School.
- When appropriate a personal transition plan will be written. This will be in partnership with you, your child, the new setting/class and staff supporting your child to ensure that they enjoy as smooth a transition as possible.
- Files on children with special educational needs are forwarded to the SENCo of a receiving school to ensure continuity.

10. 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 Special Educational Needs and Disability Register.
- The Special Educational Needs and Disability 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.

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

- In school we adopt a 'graduated response' to meeting children's 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.
- All children's progress is tracked and monitored. As noted above, if a child's progress is giving any cause for concern then the class teacher will consider implementing an intervention programme. This may be in relation to e.g. literacy, maths or social and emotional wellbeing.
- The impact of all interventions are measured and monitored closely.
- If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENCO will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.

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

- All parents are encouraged to contribute to their child's education.
- At Lister Infants we have an open door policy. School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day.
- We hold parent/carers and teacher meetings by appointment in the autumn and spring term.
- We have termly open afternoons where you can look at your child's work and add your comments.
- Parents/carers are regularly invited to class/school assemblies and celebrations.
- A variety of planned workshops throughout the year (see class information and web site news.)
- Parents/carers are invited to join 'Storytime' sessions and 'Stay and Play' activities.

13. Who can I contact for further information?

If you would like to talk to a member of staff please contact your child's teacher, Miss K Hamilton (school SENCO) or Mrs J Davies (Head Teacher.)

Chair of Governors: Father S Fisher
SEN Link Governor: Mrs A Stokes

You can also access further information about our school on our school website: www.listerinfants.org.uk

The Local Offer can be found in the Family Services Directory on the city council website: www.liverpool.gov.uk