



Our Lady of the Assumption Primary School and Nursery.  
Local Offer.



## **Our Lady of the Assumption Catholic Primary School.**



**Local Offer Information.**

**Headteacher: Mr M Burke.**

**SENDSCO: Mrs L Cusack.**

*Our Lady of the Assumption Primary School is a community based on the teachings of Jesus,  
where everyone is valued and encouraged to achieve their full potential.*

### **MISSION STATEMENT.**

**“Our Lady of the Assumption primary school  
is a community based on the teachings of Jesus,  
where everyone is valued and encouraged  
to achieve their full potential.”**

### **SCHOOL AIMS.**

- **To provide a Catholic Education which is all embracing and reflects Christian values in our day to day lives.**
- **To foster self-esteem by recognising and nurturing the talents and abilities of the whole school “family” and enabling all children to achieve their full potential.**
- **To encourage the children of Our Lady of the Assumption to live their lives as good Christians; fostering good manners and respect for others and their property.**
- **To provide the foundation for a Catholic way of life, through close liaison with home, parish and the wider community.**

### **SCHOOL CODE.**

- **Respect yourself, other people and their property.**
- **Be kind friendly and caring.**
- **Be honest and polite.**
- **Work hard to use your gifts and skills.**

## **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 across the curriculum; if concerns are raised about progress then these are identified and acted upon.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. Children may be identified at these meetings as not making expected progress.
- If an issue with a child's progress is identified the school will make a decision about whether to monitor this or set up an intervention programme and will inform you.
- If your child is still not making expected progress the school will discuss with you any concerns you may have and any further interventions or referrals to outside professionals to support your child's learning.
- How we can work together, to support your child at home/school?  
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, SENDCo or Headteacher and your child's needs can then be discussed.

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

- The school endeavours to ensure that all children have access to high quality teaching. The curriculum is adapted to meet your child's individual needs (also known as differentiation).
- The school outlines Personal Learning Plans called 'one page profiles', sharing and reviewing these with parents/carers/families at least once each term and planning for the next term.
- Younger children in the Early Years Foundation Stage are supported through 'Play Plans.' Support for inclusion is given from SENISS and support workers guide and support transition for our youngest children. Specific group work with in a smaller group of children takes place; these groups may be run in the classroom or outside.
- Intervention groups may be run by a teacher or most often a Learning Support Assistant (LSAs) who have had training in running these groups.
- If your child has been identified as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress
- Specialist groups run by outside agencies e.g. Speech and Language therapy Occupational therapy, Educational Psychologists also take place for identified pupils.

Children identified as needing a particularly high level of individual support will receive specialist support in school from an outside professional. This may be from:

- ✓ Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)
- ✓ Outside agencies such as the Speech and Language therapy (SALT) Service.

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

- The school endeavours to ensure that all children have access to high quality teaching.
- The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand.
- The school puts in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.
- The school curriculum is adapted to meet your child's individual needs. Personalised one page profiles with SMART targets are written; they are shared and reviewed with parents at least once each term to allow planning for the next term.
- Intervention groups may be run by a teacher or most often a Learning Support Assistant (LSAs) who have had training in running these groups.

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 SENDCO, Deputy Head or Headteacher. If you are still not happy you can speak to the school SEND Governor.

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

**Designated Safeguarding Officers.**

**First aid training for staff.**

**Senior First Aiders.**

**Medicines policy.**

**All staff have received child protection/ safeguarding training.**

**Defibrillator training.**

**Ongoing risk assessments.**

- If you have concerns you can speak to the class teacher, SENDCO, Deputy Head or Headteacher on a daily basis.
- School supports the development of positive behaviour through:
  - ✓ Circle time and PSHE lessons,
  - ✓ Praise and reward charts and certificates,
  - ✓ Star pupil and presentation awards,
  - ✓ School Council for children to share their views and ideas,
  - ✓ Buddy system where older children ensure children are not isolated or upset,
  - ✓ Play leaders to encourage children to participate and make friends,
  - ✓ After school and lunchtime clubs to develop a variety of skills,
  - ✓ Named staff are trained in First Aid and a policy is followed by office staff to administer medicines,
  - ✓ We have regular school nurse drop in sessions.

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

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The SENDCO attends termly Primary Consortia meetings with schools in the area to share advice from other SEND professionals.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- SENDCO, individual teachers and support staff receive advice from outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Educational Psychologists, SENISS, Sensory service etc.

**6. What training are the staff supporting children and young people with SEND had or having?**

- SENDCO attends Local Authority Briefing meetings to keep up to date with any changes to in SEND legislation.
- The SENDCO and staff can access training through their termly Primary Consortium.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. The training provided responds to the needs of children or staff at any given time.

**7. How will my child be included in activities outside the classroom including school trips?**

Wherever possible, provision will be made for all pupils to access all areas of the curriculum including extra –curricular activities.

- The school is accessible to children with physical disability via ramps and a lift.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Risk assessments are completed to identify any additional support required.
- Parents are informed of any planned trips and asked to comment if their child requires specific medical or dietary support.

**8. How accessible is the school?**

- The school is accessible to children with physical disability via ramps and a lift.
- The school has disabled changing and toilet facilities.
- We ensure that equipment used is accessible to all children regardless of their needs.

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- School will contact EMTAS and specific specialists to work alongside children/parents/carers with whose first language is not English.

### **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?**

At OLA School we understand that joining or moving from a school can be a stressful time, and our aim is to make the transition for your child as smooth as possible.

- Pupils joining the Foundation Stage receive a 'Taster Session' which allows the children to meet their teacher in a familiar setting and parents to discuss any concerns they have about their child starting school
- For children joining the Foundation Stage (including the Nursery) we liaise with Children's Support Services and/ or health services to identify any resources or support that needs to be in place to meet the needs of individual children already accessing the service.
- Children transferring to OLA from another school are invited to meet the Head teacher with their parents to discuss any Special Educational Needs they may have before they join the school.
- We have a slow but steady transitional period for all pupils to provide them with the opportunities to become familiar and comfortable in our setting.
- Staff from local secondary schools visit pupils at OLA prior to them joining their new school.
- Year 6 children will have a 'taster day' at their new secondary school in July.
- The OLA SENDCo will meet with the SENDCo's from the secondary schools to pass on information regarding SEND provision.

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

- The budget for SEND is allocated each financial year and is used to provide additional support or resources to meet the needs that have been identified and prioritised by the school. These can change from year to year, depending upon the pupils in the school and their individual needs.
- Additional support or resources may be allocated if a concern is raised by the class teacher or parents at any point in the year or after discussion at Pupil Progress Meetings
- The pupil premium is money allocated to schools in addition to core school funding. Schools are held accountable for their decisions about how they use the funding through performance tables which show the attainment of different groups of pupils compared with their peers and through the new OFSTED inspection framework under which the OFSTED inspectors focus on the attainment of different pupil groups including those with Special Educational Needs.
- Details of how the pupil premium funding is allocated are available on the school website.

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

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- In the first instance, the class teacher identifies a child who may need additional support; a referral is made to the school SENDCO. If necessary referrals are then made to external agencies who may provide additional support and/ or assessments depending upon the needs of the child in question. School time allocations for the various external agencies are discussed and finalised at termly SEND consortium meetings.
- Pupils identified as having SEND are supported in school at the 'School Action' stage receiving additional input from external agencies as needed. Parents are involved in any decisions made regarding support through formal reviews as well as informal ongoing dialogue.
- If a child has more significant needs then, in consultation with the parents, the school may apply for more formal assessments and an EHCP plan. It may also be appropriate at this stage to apply for additional 'top up' funding to help meet the child's needs.

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

- We have an open door policy.
- The school is happy to offer individual appointments to discuss specific issues relating to children's progress.
- Dialogue with parents/ carers is extremely important in providing the appropriate level of support for their child. As well as termly open evenings parents/ carers are also invited to formal SEND review meetings. Less formal interim meetings are also arranged if, for example, IEP targets need to be reviewed and/ or changed. Parents/ carers are also invited to be involved in a range of other meetings including EHAT, CIN, TAF depending on the needs of the individual children.
- The school has an open door policy and staff are available to discuss any issues arising each morning and evening or by appointment. Dialogue with parents/ carers is valued and encouraged by the school.

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

If you require more information about our school please go to the school website  
[www.ourlady-pri.liverpool.sch.uk](http://www.ourlady-pri.liverpool.sch.uk)

If you would like to talk to a member of staff please contact:  
Your child's class teacher.  
Mr Burke (Head teacher).  
Mrs L Cusack (SENDCo).