

Knowsley Park Lane, Prescot
Merseyside L34 3NB

T: 0151 477 8680
E: info@prescotschool.org.uk

www.prescotschool.org.uk

Mrs G Cousineau BSc (Hons), QTS, NPQH
Head of School

Mr J Jardine BSc (Hons), QTS, NPQH
Executive Principal

Local Offer

1) How does the school know if my child's needs extra help?

Schools can detect if a child may need extra help by monitoring the academic, social and personal performance throughout school.

If a pupil is struggling when compared to their peers, it can be an indication that they may need extra help.

Information that shows this includes:

- Information provided during a child's transition from primary school
- Baseline assessments will flag up if a student is falling behind in particular subjects
- Data and feedback from teachers and TA's about work
- Observations of social interaction and behaviour

Other ways that school may find out about a child's needs could be through a prior EHCP (Educational Health Care Plan,) a request from a parent, medical information provided by a doctor or a student self-referral.

2) How can I let the school know that I am concerned about any area of my child's development?

Your child's progress is monitored throughout the year and is given to you via subject reports and parents evenings.

If you have concerns about your child's progress you should speak to your child's class teacher initially. The Head of Year and the SENCO are also available to discuss your concerns.

The SEND web page on the school website also has information about Autism and the school's SEND department that parents/carers can readily access.

Another option is the possibility of having an outside agency contacting the school with any concerns that they may have, such as medical findings.



3) How will teaching be matched to my child's needs?

High Quality teaching ensures that class teachers differentiate lessons according to specific needs of all groups of children in their class. www.prescotschool.org.uk

The school has a training plan in place to enhance staff's teaching and learning of children including those with SEND.

Pupils requiring specific support will have a pupil portrait created detailing individualised provision such as; Individual Education Plans (IEP) and Individual Behaviour Plans (IBP) or Student Support plans.

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4) How will I be informed of my child's progress?

Your child's progress is continually monitored by their class teacher. Their progress is reviewed formally every term.

Children at SEND support will have an IEP which will be reviewed with your involvement.

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have;
- Plan any additional support your child may receive;
- Discuss with you any referrals to outside professionals to support your child's learning

5) What support do you have for me as a parent to support my child?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school.

The SEN web page on the school website also has parent-friendly information about autism, funding and the help SEN department provides within the school.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. IEP's will be reviewed with your involvement.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

6) What support will there be for my child's overall wellbeing?

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The school budget includes money for supporting children with SEND.

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The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the governors, on the basis of needs in the school.

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The Head Teacher and SENCO will discuss all the information they have about SEND in the school, including:

- The children getting extra support already;
- The children needing extra support;
- The children who have been identified as not making as much progress as would be expected.

7) What specialist service and expertise are available at or accessed by the setting to support my child?

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 ASC and speech and language difficulties, together with other SEND difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASC Outreach service, STEPS.

8) How accessible is your setting and how will my child be included?

Our school building is fully accessible to children with physical disabilities. There are lifts for pupils with physical disabilities ensuring that they can access all subject areas and home bases.

We ensure that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children including those with SEND. Extracurricular activities are accessible for children with SEND.

9) How will the school prepare my child for transitions on to the next stage of education and life?

Strategies are in place to enable your child's transition to be as smooth as possible.

Individual transition arrangements may include:

- Discussions with another school or college;
- Additional visits to the new class or school with a teaching assistant (TA), teacher or independently, depending on the pupil and parents' wishes;
- Transition booklets/ social photo stories;
- Link-ups between SEND pupils in schools who may have similar needs;
- Arrange visits and attend transition days;
- Arrange meetings with Connexions;
- Runs on the bus routes to ensure that the student feels confident about getting to the college;
- In some cases the teaching assistant to meet with the pastoral team and introduce the student;
- In some cases we will ask the teaching assistant to spend an afternoon at college prior to the term starting, having lunch to familiarise the student with the new setting.

10) How are parents/ carers/ families involved in the setting?

You can discuss your child's progress with their class teachers on a regular basis so we can tell you how they are doing at school.

The Head of Year and SENCO are also available to meet you and provide you with an update on progress and any concerns or worries.

If your child is undergoing statutory assessment you will receive support from the SEN Team, who will help you understand the process and answer any questions they can.

11) Who can I contact for further information?

If you require any further information you can contact various members of staff at the school:

- Subject teachers
- Head of Year
- SENCO - 0151 477 8686

There is additional contact information on the SEND page of the school website.

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