



## **Childwall Valley 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?**

At Childwall Valley Primary School children are identified as having SEND through a variety of ways including the following: -

- Identify needs on entry into the school.
- Discussions with Parents and Health Visitors
- Continuous formal and informal assessments
- Early identification of concerns of children are identified by teachers and shared with parents and carers
- Concerns raised by parent are addressed
- Health care professional assessments
- Analysis of data at the end of each phase (Foundation Stage, Key Stage One and Key Stage Two)
- Liaise with previous schools/nurseries/childminders

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

- School will follow a graduated approach (See SEND Policy)
- Provide personalised targets that are reviewed regularly
- Differentiated work in class
- Small group work
- Assessment and Support from outside agencies (for example, speech and language, Educational Psychologist, ADHD Foundation...)
- Coffee Mornings
- Termly parent's evenings
- Support activities for home
- Access to online Literacy and Mathematics Sites
- Access to a range of ICT equipment (including one to one ipads)
- Regular discussions between the Special Educational Needs Coordinator (SENCo), Class Teachers and Teaching Assistants
- Transition meetings between year groups and KeyStages.
- Home /school links- for instance class dojo's

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

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs.
- We recognise that children learn in different ways and try and make our teaching as multisensory as possible making use of resources at Childwall Valley Primary School.
- Support in class by peers and where available a Teaching Assistant
- Access to curriculum online sites where work is set by the class teacher at your child's level.

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

Your child's wellbeing will be ensured in a variety of ways including:

- Access to breakfast club
- Access to a wide range of extra curricula activities
- Healthy school meals in line with Local Authority recommendations
- Pupil opinions are heard by an active School Council
- Regular Personal, Social, Health and Education lessons
- Active play times
- Support where necessary from outside agencies including safeguarding if necessary
- Kind and caring staff and pupils
- Commitment to swimming programme
- Regular educational visits and visitors
- Participation in competitive sport competitions
- Opportunity for residential in Year 6
- Access to school nurse
- Annual Health check in the Foundation Stage
- Phased approach to SEMH/B
- Access to Brighter Horizon's if needed (our in house counselling sessions)
- Access to Seedlings if needed
- Pastoral support
- ROAR approach to behaviour and SEMH/B

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

The following outreach services can be accessed:

- School Nurse
- Speech and Language Therapy
- Educational Psychologist
- Children and Adults Mental Health Service (CAMHS)
- Brighter Horizons
- ADHD Foundation
- MYA support
- Special Educational Needs Integrated Support Services (SENISS) Early Years
- YPAS- Seedlings Project
- Lego Therapy for children with social and communication difficulties
- Children's Services
- Physiotherapy Alder Hey
- Local Community Paediatrician
- Occupational Therapy
- School Family Support Service

**6. What training do 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 staff can access training through their primary Consortia.
- All staff in the school receive training to meet the needs of all the children attending the school at any point in time including dyslexia awareness and training around Autistic Spectrum Disorder (ASD).
- All staff receive training within school regarding Visual Literacy, different learning styles and use of ICT across the curriculum.

- Majority of staff are First Aid trained, some staff are trained in diabetes and have received defibrillator training. Within the Foundation Stage, most staff are Paediatric First Aid trained.

**Staff and Qualifications:**

Person	Level of Qualification/ CPD
J Hoos	National SENCO Award ROAR SEND Training ROAR training Bereavement in Children training Attachment and Trauma Training
L. Merrison	ROAR SEND Training Trained ROAR practitioner Bereavement in Children training Attachment and Trauma Training
K. Lynch	Attachment and Trauma Training ROAR training
A. Davis	Attachment and Trauma Training ROAR training
C. Daniels	ROAR training
N. Rawstorne	Trained ROAR practitioner Attachment and Trauma Training
S. Vincent	ROAR training
L. Brand	ADHD training ROAR training Attachment and Trauma Training
D. Coultherd	ROAR training Attachment and Trauma Training
S. McKenna	Elkan Speech and Language course Working memory training
G. Spinks	
E. Kehoe	Lego therapy course ROAR training
S. Dunn	Lego therapy course ROAR training Precision Teaching course
L. Bonham	ROAR training Precision Teaching course

R. Topping	Working memory training
A. Roberts	ROAR training

**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?**

- Childwall Valley Primary School is easily accessible, as it has no steps preventing access to the building.
- There are disabled toilet facilities available and washing facilities.
- School building is all on one level.
- Doorways are wheelchair accessible.

**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?**

- Parents and pupils will be invited to look around the school and meet staff.
- Meetings with parents and teachers will be held to share information or concerns about your child on entry to the school if necessary.
- Parents are asked to complete All About Me transition forms upon entry to EYFS.
- Parents will be asked to complete an admission form on entry to the school detailing personal details of your child including any specific needs.
- We will contact any early years settings, or other schools your child has attended, to gather information about their needs.
- If your child receives support from any specialist services, if necessary, we would invite you and 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 through different Key Stages by arranging a meeting with their new class teacher in their new setting.
- We support pupils moving to secondary school by organising visits to their new school allowing them to experience their new setting. More vulnerable pupils are given the opportunity to visit their new setting over an extended period of time.
- Information regarding pupil needs is passed between our school and the any proposed secondary schools during SEND transition meetings at the end of the school year.

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

- The school's SEND budget is allocated to meet the needs of the children on the SEND Register.

- The budget is used to fund outreach service such as Brighter Horizons and EP sessions.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- 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.

**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 need. This involves regular tracking of pupil progress and identifying any specific needs of the pupil.
- Once identified support, within school, is put in place. This can involve small group work.
- Progress of pupils is monitored each half term and the support they receive is reviewed.
- We will keep you up to date with your child's progress during regular parent meetings and if necessary additional meetings with the class teacher and SENCo will take place.
- If necessary further support can be accessed from outside agencies in order to support your child.
- Should your child require additional support this will always be discussed with you prior to referral.

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

- We regularly invite parents to coffee mornings.
- Celebration assemblies
- We have an active PTA that parents can join.
- We hold themed events and activities throughout the year which parents are invited to attend.
- Parents also support the running of our breakfast club and after school club
- We regularly obtain parent views through questionnaires.
- Every parent is given their own password to access class Dojo/Tapestry to communicate with the class teacher.
- We hold regular parent evenings for parents to discuss your child's progress with teachers.
- We are happy to offer individual appointments, booked through the school office, to discuss specific issues with you about your child's progress.
- On request we can offer information regarding local support groups and specialist agencies.
- Within early years parents are invited to stay and play days.
- Parents in the early years also have access to Tapestry where they can view their child's learning and are kept updated with the ongoing learning, assessments, observations and memos. Within this app parents can add to their child's assessments towards the end of the year by contributing photographs and videos of what they are doing at home involving any extra curricular activities they take part in outside of school

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



CVP Local Offer  
Reviewed  
December 2021

If you require more information about our school please go to our school website:  
[www.childwallvalley.org](http://www.childwallvalley.org)

If you would like to talk to a member of staff please contact your child's teacher in the first instance or if necessary request a meeting with the SENCo.

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)

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