



# St. Anne (Stanley) C of E Primary School

## SEN Information Report



January 2019

This annual report has been produced in the context of Schedule 1 Regulation 51 of the SEND Regulations 2014 and the Code of Practice 2014 and Equalities Act 2010.

### 1. The kinds of special educational need for which provision is made at the school.

At St. Anne (Stanley) C of E Primary School we create and support appropriate provision for a range of special educational needs and disabilities. These needs are met at a school level (SEN Support) or through an Education, Health and Care Plan (EHCP) as appropriate. Children and young people's SEND are generally thought of in the following four broad areas of need as identified in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

We currently provide support for children within all four areas. We have a dedicated staff who have experience of supporting children with Autism Spectrum Disorder (ASD), Speech and Language difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Hearing Impairments, Specific Learning Difficulties such as dyslexia, dyspraxia and various social, emotional and mental health needs. There are many other kinds of special educational needs and disabilities which we can cater for and we are always ready to access training and advice to support us in meeting these needs as appropriate. In addition to our staff support, we also work closely with a range of outside agencies from education, health and social services to support the wide range of special educational needs.

Different ways we support in these areas:

**Communication and Interaction:**

- Differentiated teaching styles and planning to meet all children's needs.
- Use of visuals to ensure clear non-verbal communication, e.g. now and next cards, visual timetables and use of timers.
- Support from teaching assistants and teachers to implement programmes designed by Speech and Language therapists-this is normally on a 1-1 basis.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Talk Boost, Time to Talk, Talking Partners, Nursery Narrative, Reception Narrative and Socially Speaking are examples currently used.
- Support accessed from a range of providers including- Speech and Language Therapy Services, Educational Psychologist, SENISS and ADHD Foundation.
- Highlighting support services for parents/carers, to enable them to support their children.

**Cognition and Learning:**

- Differentiated teaching styles and planning to meet all children's needs.
- Specialist resources to enable access to the curriculum, e.g. adapted computer screens and keyboards, coloured overlays, pencil grips and sloping boards.
- Targeted intervention from teachers and support staff both in and out of class – this can be through small groups or on a one to one basis. Examples of current interventions used in school for cognition and learning are-1<sup>st</sup> Class at Number; 1<sup>st</sup> Class at Number 2; First Class at Writing (Dragons and Pirates); Success at Arithmetic; Read, Write A-Z; Precision Teaching; Boost Reading at Primary; Rapid Phonics; Rapid Maths; Rapid Writing; Max's Marvellous Maths and after school booster classes for phonics, reading, writing and mathematics in targeted year groups.
- Access advice, support and training for both staff and children from a range of outreach providers including Educational Psychologist and SENISS.

### **Social, Emotional and Mental Health:**

- The whole school follows a personalised PSHE programme, taken from a range of sources, this is delivered by both HLTAs and class teachers.
- Access to a range of support services e.g. School Nurse; CAMHS (Child and Adolescents Mental Health Services); Seedlings; Behavioural Therapist and ADHD Foundation.
- Individual pastoral support on a one to one or small group basis delivered by our Family Liaison Officer, HLTA, Teaching Assistant and supervised by SENCo.
- Workshops for children and parents/carers to support a range of issues such as: anti-bullying, drugs awareness, cyber bullying, e-safety, road safety, safety in the home and school and first aid training, life skills training and mindfulness.
- All members of staff have completed training in Philosophy for Children which will enable a whole school approach to develop philosophical thinking and enquiry.

### **Sensory and/or Physical Needs:**

- Ensuring accessibility to school in line with current legislation- see the school's Accessibility Plan which can be found on the school website.
- Specialist resources – grab rails in toilets, ramps, pencil grips, sloping boards, adapting and enlarging resources and information for children and parents/carers.
- Accessing support from School Nurse, Sensory Team teachers and Mobility Officers and in some cases pupils have been provided with 1-1 support by an Educational Support Assistant (ESA) for some of their school day.
- Visits from the Physiotherapist to deliver physiotherapy in school.

**2. Information about the school's Policies for the identification and assessment of children with SEND.**

Early identification of children with SEND is important for overcoming barriers to learning. The SENCo, Mrs Stokes, works closely with the Assessment Lead and the Family Liaison Officer to analyse available data and to monitor the progress of all children.

Daily informal teacher assessments of learning inform lesson planning which feeds into formal termly assessments and termly pupil progress meetings. It is through the pupil progress meetings that a member of the Senior Leadership Team, the SENCo and the class teacher can identify children who are making slow or less than expected progress. The first response to this concern is to provide high quality teaching by the class teacher; where progress continues to be below expected, the class teacher will highlight any further concerns with the SENCo. School based learning interventions will be delivered and progress reviewed using the graduated approach as set out in the SEND Code of Practice (2015). During this time, the child will be placed on the SEND monitoring list. When a child is consistently and significantly falling behind normal expectations, consideration will be given to the child's individual needs and possible referrals to outside agencies will be discussed with parents/carers and, if appropriate, with the child before being made. We also monitor the well-being and social and emotional health of all children and recognise that there may be a need for support that isn't directly related to the academic progress of a child but that may impact on it. At the point of referrals being made and/or the child receiving SEN Support which is additional to and different from other children in their class, they will be added to the SEND Register.

Parents/carers may also raise concerns about their child. They may do this by having an initial conversation with the class teacher, followed by an arranged meeting with the SENCo to discuss their concerns.

The SEND Policy can be found on our school website or by requesting a copy from the school office.

**3. Information about the school's policies for making provision for children with special educational needs whether or not they have an Education Health and Care Plan.**

The admission arrangements for children with or without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs- all families follow the normal school admissions procedures.

**(a) How the school evaluates the effectiveness of its provision for such children**

At St. Anne (Stanley) C of E Primary School we assess and review the progress of all children termly. Year group provision plans are reviewed termly by class teachers and these are evaluated through identification of small steps of progress. Provision maps are then analysed rigorously by the SENCo to ensure effectiveness and measureable impact. Interventions that are not found to have an impact for individual children are discontinued and an alternative intervention is found. As appropriate, our curriculum, learning environments and activities are adapted to meet the needs of our children with special educational needs and disabilities (including those with social, emotional and mental health needs).

Learning walks inform the SENCO and Senior Leadership Team of the quality of provision on a day to day basis. Several times a year books are monitored by the SLT which also includes evidencing the impact of interventions and planned learning tasks upon the progress children, including those with SEND, make.

**(b) The school's arrangements for assessing and reviewing the progress of children with special educational needs**

Underpinning all our provision in school is the graduated approach of Assess, Plan, Do, Review as set out in the SEND Code of Practice (2015).

**Assess:** In consultation with parents/carers and children, the class teacher supported by the SENCo, if appropriate, will identify children's strengths and barriers to learning. This can be done through using

tracking and monitoring data in school relating to pupil progress, assessment activities with a specific focus, accessing reports from outside agencies.

**Plan:** The class teacher, SENCo and parents/carers will identify appropriate outcomes for the child and plan how such outcomes can be met. Outcomes can be met through a range of strategies, interventions, adapted resources or access to external services. These outcomes will be recorded along with the actions required to achieve them and reviewed termly.

**Do:** The actions identified will be carried out by the class teacher, TA, child, parents/carers, SENCO or any relevant external agencies that are engaged by the school.

**Review:** As the review date approaches the class teacher and any adults working on interventions with the child will assess the child's progress and record it on the child's plan. The child and parents/carers will be asked to complete the child/parent voice section of the plan. The SENCo, class teacher, parents/carers, representatives of external agencies (if required), and the child (if appropriate), will then meet to discuss the progress made. At this meeting it may be decided that the child no longer requires support or that a new plan needs to be drawn up.

Pupil progress meetings provide regular opportunities for the class teachers, teaching assistants and members of the Senior Leadership Team, including the SENCo, to review progress. Learning walks, book monitoring and classroom observations also provide opportunities for further evaluation and guidance. Pupil plans and passports are reviewed termly with parents/carers, staff and children and any necessary adjustments are planned and implemented.

**(c) The school's approach to teaching children with special educational needs**

We are a fully inclusive school and strive to ensure that children with SEND are able to engage in all activities that are available to children who do not have SEND by making reasonable adjustments to the curriculum and the school environment. All children with SEND are taught a full range of subjects. All staff receive ongoing training and continued professional development. Teachers have experience of adapting lessons to make them accessible, yet appropriately challenging for all children. Children have

access to all of the curriculum unless otherwise stated in an Education, Health and Care Plan. Additional support in the form of a Teaching Assistant at least every morning in all classrooms enables access and further engagement in lessons. Priority is given to enabling independence through differentiation and personalised approaches to teaching and learning as appropriate. The quality of every teacher's provision for children with SEND is assured through observation, learning walks, robust monitoring and review and ensuring 'quality first teaching' as a minimum.

**(d) How the school adapts the curriculum and learning environment for children with special educational needs**

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2015) require all teachers to ensure all children in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. The school makes all possible efforts to make reasonable adjustments to the school environment to meet the needs of children with additional needs. We make arrangements for children with SEND to take part in school trips, including the residential visit in Year 6. Parents/carers are consulted to ensure that all of the child's needs are provided for. Children with SEND can, if they wish, take part in any of the extra-curricular activities available in school. Extra resources and/or staffing are deployed to support participation if necessary.

**(e) Additional support for learning that is available to children with special educational needs**

The school budget has an allocation for SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all children requiring it, and in meeting the objectives set out in the school SEND policy. Top up funding (High Needs Funding) is available on application from the Local Authority. High Needs Funding is requested for children who have the most significant needs and require support to enable them to access mainstream provision successfully.

Outlined below are the different types of support that are offered to children with SEND:

### **High Quality Teaching**

St. Anne (Stanley) C of E Primary School strives to ensure all children receive high quality teaching.

For your child, this means:

- The teacher has the highest possible expectations for your child and all children in their class.
- All teaching is based on building upon what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.

### **Specific small group work (sometimes call intervention groups in school)**

This support is available for any child who has specific gaps in their understanding of a subject/area of learning.

For your child, this means:

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Programmes of support will be put in place on a short term basis to help your child 'catch-up'.
- Your child may be taught for some of the timetable by a Teaching Assistant in an intervention room/space. This support is guided by the class teacher.

### **Highly personalised support, called Special Educational Needs Support**

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups. This is called Special Educational Needs Support and at this stage your child will be added to the SEND Register.

For your child, this means:

- In consultation with you, your child will have been identified by the class teacher and/or SENCo as needing extra specialist support in school, in addition to high quality teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan the focused support for your child through creating a pupil plan and pupil passport.
- Personalised support through specific strategies (which may be suggested by the SENCo or specialist professional) are in place to support your child to learn and make progress.
- A Teaching Assistant or Specialist Teacher will run these small group sessions.
- You may be asked to give your permissions for the school to refer your child to a specialist professional such as a Speech and Language Therapist or Educational Psychologist, to help the school to understand your child's particular needs in order to provide further focussed support.
- The specialist professional will work with your child to understand their needs and make recommendations which may include:
  - making changes to the way your child is supported in class, for example, some individual support or changing some aspects of teaching to support them better.
  - support to set better individual targets for your child, which will include their specific expertise.
  - groups run by school staff under the guidance of the external professional, for example, a social skills group.
  - a group or individual work with the external professional.

### **Specified Individual Support**

This support is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCo as needing a more intensive level of specialist help that cannot be entirely met from the resources usually available to St. Anne (Stanley) C of E Primary School through the delegated budget to provide SEN Support.

For your child, this means:

- The school (or you as a parent/carer) can ask the Local Authority for an Education, Health and Care Plan (EHCP) needs assessment for your child.
- This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to require an EHC assessment.
- If after gathering all required information from you and all professionals, the Local Authority will decide if your child's needs require an EHCP in order to make good progress.
- If this is the case, they will write an EHCP.
- If this is not the case, they will ask the school to continue with SEN Support to ensure your child makes as much progress as possible.
- The EHCP will outline long and short term objectives for your child and the support they will receive in order to achieve these outcomes.
- This type of support is available for children whose learning needs are complex and lifelong.

The graduated approach is evaluated using the Assess, Plan, Do, Review cycle, which begins with the class teacher. For each type of provision, appropriate professionals will also adopt the same approach to evaluating the successfulness and appropriateness for each child. In the 'review' stage of the graduated approach, teachers gain a growing understanding of what provision will be required in order to secure

better outcomes. Teachers continually review all children's progress, both formally and informally. It is not necessary for teachers to wait for formal meetings before reviewing and, if appropriate, making changes to teaching approaches and other provision.

**(f) How the school enables children with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs**

We are committed to giving all our children every opportunity to achieve their potential and develop as well-rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. We recognise that there must be a commitment to the long-term participation of children and that some may need support and encouragement to help them become actively involved. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions about how to overcome these. We always endeavour to make reasonable adjustments so that all learners can join in with activities regardless of their needs.

**(g) Support that is available for improving the emotional, mental and social development of children with special educational needs**

We recognise that some children have extra emotional needs that have to be developed and nurtured. An important feature of our school is to enable all children to develop emotional resilience and social skills, both through direct teaching (e.g. PSHE) and indirect teaching (every conversation adults have with children throughout the day). These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively. St. Anne (Stanley) C of E Primary School uses a bespoke PSHE scheme that is enriched by the SEAL Programme (Social and Emotional Aspects of Learning) to develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. Mr Jago (Family Liaison Officer) and Mrs Scott (HLTA) provide 1-1 and small group pastoral support for individual

children who may have particular needs. External services such as CAMHS, Lego Therapy, Seedlings and ADHD Foundation provide bespoke services for vulnerable children. Physical activities and mindfulness sessions are embedded into individual children's and in some cases whole class daily routine to ensure that they are supported as fully as possible to overcome any barriers to their learning and that their Social, Emotional and Mental Health may cause. Some children require 1-1 or small group support during playtime and lunchtimes to develop skills in play and social interaction, and to support their personal safety, where necessary the school strives to provide it. School has its own sensory room for children who require time out to self-regulate their emotions. We strive to make adjustments for all children, and allow opportunities for children to self-regulate, by taking time out for movement breaks or timeout for relaxation. Some children have their own feelings chart which they use to express to their class teacher how they are feeling.

**4. The name and contact details of the SENCo.**

**SENCo:** Mrs. E. Stokes

**Contact:** 0151 228 1506

**E-mail:** [e.stokes@st-annesstanley.liverpool.sch.uk](mailto:e.stokes@st-annesstanley.liverpool.sch.uk)

**SEND Governor:** Mrs. M. Winder

**5. Information about the expertise and training of staff in relation to children with special educational needs and about how specialist expertise will be secured.**

We are committed to developing the ongoing expertise of our staff. This year we have continued to provide an extensive CPD training programme for leaders, teachers, teaching assistants and lunchtime supervisors.

- The SENCo attends the SEN Briefings twice a year which is led by Liverpool School Improvement service.
- All primary schools within Liverpool belong to SEND Consortia, which provides opportunities to share best practice and offer support within the locality. The SENCos from the eight schools in our consortia meet termly which is then followed by a full consortia meeting where SENCos and Head teachers meet with external agencies to discuss what support to access to best support the children with the highest need children in our consortia.
- Training is needs led and linked to the School Development Plan and needs of individual children in school.
- The SENCo has the National Award for Special Needs Coordination and attained this in 2018.
- All teachers and Teaching Assistants have completed sensory processing training.
- All teachers and Teaching Assistants have completed anxiety awareness training.
- All teachers and Teaching Assistants have completed mindfulness training for adults and children.
- Several teaching assistants have attended a number of training sessions provided by Children's Speech and Language Service and Occupational Therapy.
- The SENCo and a number of Teaching Assistants attended training on Lego Based Therapy.
- All teachers have been trained on Provision Mapping to monitor interventions and create pupil plans and profiles for all children on the SEND Register.
- We currently have the Inclusion Quality Mark which will be renewed during 2019/2020.
- We are currently working towards two additional accreditations during 2019-2020. These are The Mental Health Award for Schools and The Health and Wellbeing Award.

Any additional specialist expertise may be accessed, if necessary, either through the local consortia, via School Improvement Liverpool or through independent providers.

<p><b>6. Equipment and facilities secured for children with SEND.</b></p>	<p>At St. Anne (Stanley) C of E Primary School we strongly believe in fulfilling our statutory requirement to be an inclusive school. We follow the National Curriculum and think very carefully about how we can adapt this and our learning environments appropriately for children with special educational needs. We also incorporate the advice provided as a result of assessments (both internal and external) and the strategies described in Education, Health and Care Plans.</p> <ul style="list-style-type: none"> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• Extra-curricular activities are accessible for children with SEND.</li> <li>• Access arrangements are made by the SENCo/Year 6/Head teacher for children with SEND who take part in SATs in Year 6.</li> <li>• Support is provided for children with SEND who require it at break and lunch times and other unstructured times e.g. Golden Time.</li> </ul> <p>Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the SEND funding, or seek to find additional funding. For highly specialist communication equipment the school will seek the advice of relevant professionals.</p>
<p><b>7. The arrangements for consulting and involving parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.</b></p>	<p>Involving parents/carers and children is central to our approach and we do this through:</p> <ul style="list-style-type: none"> <li>• All parents/carers of children at St. Anne (Stanley) C of E Primary School are invited to discuss the progress of their children twice a year and receive a written report once per year.</li> <li>• All parents/carers of children with SEND are invited to attend an additional three meetings per year to review and discuss provision for their child.</li> <li>• The class teacher is regularly available to discuss your child's progress or concerns you may have and to share information about what is working well at home and school so similar strategies can be used.</li> </ul>

<p><b>8. The arrangements for consulting children with special educational needs about, and involving them in, their education.</b></p>	<ul style="list-style-type: none"> <li>• A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.</li> <li>• As part of our normal teaching arrangements, all children will access some additional teaching/support to help them 'catch-up' if the progress monitoring indicated that this is necessary; this will not imply that the child has a special educational need.</li> <li>• If following these normal provisions improvements are not seen, we will contact parents/carers to discuss the use of internal or external assessments which will help us to address these needs better. Parents/carers will be actively supported to contribute to reviewing needs.</li> <li>• Parents/carers of children with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with a child.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</li> <li>• The SENCo will share information with parents/carers about local support groups, courses and holidays that are relevant to your child's needs.</li> </ul>
<p><b>9. Any arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of children with special educational needs concerning the provision made at the school.</b></p>	<p>If parents/carers have any concerns regarding the SEND Policy or the provision made for their child at our school, please speak to us as soon as possible.</p> <p>In the first instance, please speak to the class teacher and then the SENCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head teacher. If concerns are still unresolved, parents/carers may wish to engage with the school's complaints procedure, which can be found on the school website.</p>

**10. How the Governing Body involves other bodies, including health and social services, local authority services and voluntary organisations in meeting the needs of children with special educational needs and in supporting the families of such children.**

We work closely and have strong partnerships with other agencies who are involved in meeting the needs of children with SEND and in supporting the families of such children. The SENCo attends Consortia meetings throughout the year as well as SEN briefings with the Local Authority. These are multi professional planning meetings to discuss school priorities and how other professionals can help to support children with SEND. We may involve specialists at any points to advise us on early identification of SEN and effective support and interventions. We will always seek to involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those of children of a similar age despite support. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases, parents/carers will be consulted and their consent sought. We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, social workers, behaviour support services, speech and language therapists and occupational therapists.

When multi-agencies are involved with a family, we offer the Early Help model in order to co-ordinate support for that child and their family. Agencies are invited to school to discuss their support for their children on a termly basis during our planning and review meeting for SEND support. This enables school to discuss specific needs and consider how outside agency support can be allocated to meet these needs in a timely fashion.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help and support their progress and engagement with learning. We attend review meetings with children's services and maintain a Personal Education Plan (PEP).

**11. The contact details of support services for the parents/carers of children with special educational needs, including those for arrangements made in accordance with section 32.**

For general support and advice, parents/carers may contact Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)- formerly Parent Partnership.

Liverpool's Local Offer provides a great deal of information about available support for families including those with SEND.

**LA Local Offer:** <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

Parents/carers are often signposted to the support offered by a variety of agencies including:

Advanced Solutions and the Isabella Trust for advice if they are experiencing difficulties with Sensory Processing Difficulties (SPD) <http://www.advancedsolutions.co.uk/>  
<http://www.theisabellatrust.org/>

Advanced Solutions and ADHD Foundation for ADHD support <https://www.adhdfoundation.org.uk/>

Advanced Solutions and National Autistic Society for Autistic Spectrum Disorder  
<http://www.autism.org.uk/>

Scope for families of children with physical or learning disabilities  
<https://www.scope.org.uk/>

Early Help Team- Early Help is an early intervention/prevention service. Families can be a great source of strength and support but sometimes family life can be difficult due to issues such as: parenting skills; drug and alcohol use; poor school attendance; emotional ill health; violence within relationships and the involvement of adults or children in crime or anti-social behaviour. Early Help can offer support with these issues for families with children between the ages of 0-18.

<http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/results.page?qt=early+help+team&term=&sorttype=relevance>

**12. The school's arrangements for supporting children with special educational needs in a transfer between phases of education.**

St. Anne (Stanley) C of E Primary School recognise that 'moving on' can be difficult for children with SEND and steps are taken to ensure that any transition is as smooth as possible.

- If a child is moving to another school, relevant staff:
  - will contact the new school's SENCo to ensure a comprehensive hand over.
  - will ensure all records are passed on as soon as possible, often in person.
  - will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with an EHCP.
  
- When moving classes in school:
  - information, including Individual Pupil Plans and Passports will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place.
  - visits to the new classroom and facilities will be made.
  - if beneficial, a social story or transition book will be created.
  
- In transferring from Year 6 to Year 7:
  - the SENCo will attend the SEND Secondary Transition meeting to meet with relevant staff where vital information is shared to ensure the correct support is in place for a child as they move to their new school.
  - additional, personalised support for individual SEND children may include extra visits to their new school and in some cases staff from the new school visit our school.
  - the school prepare the children for transition.
  - in Year 6, the children spend a day at their new secondary school.
  - SEND information, assessment data and pastoral information is passed up to secondary schools appropriately.
  - secondary staff talk to our children about their transition, here in our school and answer any questions that the children might have as they arise.

**13. Information on where the local authority's local offer is published.**

The SEND Local offer is a resource which is designed to support children with special educational needs and/or disabilities and their families. It describes services and provision that are available both to families of children that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about the public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Knowing what is out there gives you more choice and control over what support is right for you or your child.

The Liverpool Local SEND offer can be found on the Liverpool City Council Website at:  
<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>