

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?

- If your child is new to our school then progress will be discussed with you as the child's parent/carer. Contact will also be made with the previous school or nursery. Records are transferred between schools
- If you think your child has additional needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCo, (Mrs Findell) or Head Teacher (Mr Heaton) and your child's needs can be discussed
- All pupils are rigorously tracked and monitored. Children's work is assessed regularly and meetings are held by teachers and senior leaders to discuss pupil's progress. If there are any concerns about progress or if any child needs extra support then this is identified early after a period of monitoring and acted upon

2. How will school staff support my child?

- Class teachers work closely with one or all of the following: learning support assistants/specialist special needs withdrawal teachers/learning mentors/curriculum leaders/SENCo. This is to ensure that the needs of children are identified and appropriate support strategies put in place
- Depending on need your child may receive class based, small group or individual intervention, which is time limited and carefully monitored. These interventions may be daily or two or three times a week in Nursery and Reception and length of time will vary depending on the needs of the child
- From Year 1 and onwards there are English and Mathematics interventions by specialist withdrawal teachers which take place 5 days a week for a term per year group
- Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil progress. This is closely shared with the SENCO and other senior members of staff
- The type and frequency of support will vary according to need. It may take the form of English/Mathematics support; speech/understanding of language problems; support for confidence/self-esteem issues; social/emotional behaviour issues etc.
- The SENCo will also have regular contact with the SEN Governor to explain what support is available

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

- At Florence Melly Community Primary School children have access to a broad and balanced curriculum. The school recognises that children are at different stages in their learning and learn in different ways. The wide and varied curriculum is organised so that all children can access it. Children are encouraged to become independent learners and to develop an enthusiastic approach to learning
- Teachers use a wide variety of strategies to meet a pupil's individual needs ; lessons have clear learning objectives and success criteria, they are differentiated appropriately and assessed to inform the next stage of learning
- We understand that children learn at their own pace so we closely monitor progress using, e.g. Individual Targeted Profiles
- Your child's targets are shared and discussed with you at Parents evenings. Your views are sought and valued in this. A review of these targets takes place later in the year and this is shared with you

- Parent training and learning events take place in the school organised by learning mentors/SENCo/Maths Subject Leader e.g. Maths workshops. This means that parents are enabled to support their children with more confidence at home

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

- Florence Melly is a place where children are made to feel secure, where good behaviour is expected, where success is celebrated and where children enjoy growing up
- Children's emotional and physical wellbeing is of paramount importance as is the safety of all children and adults in our school community. Safeguarding procedures are in line with Local Authority guidance
- Children are treated respectfully, their opinions are valued and they know who they can talk to if they have a worry or concern
- We provide a range of pastoral, social support which is often lead by our learning Mentor and our Pastoral Support Officer
- Circle time is used to enable children to develop social/emotional independence
- The School council enables children to share their views and ideas
- Medical support is accessed through outside agencies and we have trained staff to administer first aid and any medicines your child may need

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

- School staff are highly trained in a variety of specialist areas e.g. Mrs Findell is a fully trained SENCO who has a Masters in SEND and holds the National Award in SEN Coordination. There is a trained Learning Mentors, Pastoral Support Officer as well as HLTAs on the staff. Staff are regularly trained and yearly training is detailed in Florence Melly's SEN Information Report
- The school can access specialist support from other schools in the Primary Consortia and Special schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and children with a diagnosis of Autistic Spectrum Disorder.
- A trained music therapist also comes into school one morning a week to take individual or small groups of children
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Services)
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Services) and SLT (Speech and Language Therapist Services)

6. What training do the 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 support staff can access training through their Primary Consortia
- All staff have regular training in range of issues e.g. Sensory Processing, ASD, Bereavement support training
- Appropriate staff training is of the utmost importance in enabling staff to supporting children's needs in the best way possible and it occurs on a regular basis

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

- When possible provision will be made for 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?

- The school has an Accessibility plan which details accessibility in all statutory areas (see website)
- Florence Melly Community Primary School is fully wheelchair accessible with a lift from ground to first floor. There are also a disabled changing and toilet facilities and a shower.
- Improvements have been made to the visual environment as needed for individual children
- Contact details available in school for parents/carers whose first language is not English?
- Signing in procedures translate to the languages used by our parents and paper used is dyslexia friendly

9. How will the school support my child to join the school and 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 staff and ask any questions
- Your child will also be invited to visit and stay for a short session before starting school
- We will contact any early years settings, or others 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 meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child
- We support pupils moving to new settings and Key stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes
- Transition arrangements for children of all ages are carefully organised by the SENCO who also attends the LA Transition event for primary to secondary transitions
- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- Transition programmes are organised with Alsop High School and other secondary settings
- Our Learning Mentor and SENCo will contact any schools to hand over individual information on their work with children

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

- The schools SEND budget is allocated to meet the needs of the children on the SEND register
- 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 invest generously in well trained Teaching Support staff who are used to add value to teaching and learning
- 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 means we record initial concerns about a pupil at pupil profile meetings and determine a timescale for a classroom based intervention and expected outcome.
- We will consult with you on progress and if expected outcomes are not met agree a timescale for withdrawal from class to a small group or individual intervention
- We will review with you the impact of interventions and if appropriate access further support from outreach services at the Primary Consortia
- We will always plan your child's support with you, review progress and try to meet needs within our own resources
- If your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision

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

- We regularly invite parents/carers to coffee mornings
- The school website is an excellent source of information for parents/carers to access and is regularly updated
- Parent/carers, governors and PTA volunteers help in school where required. They can be invited on school trips to support staff and are DBS checked
- We invite specialist agencies into school to talk to you about how they can support you and your child
- We hold parent/carers workshops and surgeries for you to talk to specialist services
- We hold Parents Evenings for you to talk to your child's teachers about their progress.
- We are happy to arrange individual appointments to discuss specific issues with you about your child's progress
- We have an open door policy and encourage you to speak to us should you have any concerns regarding your child

13. Who can I contact for further information?

- If you require more information about our school please go to our school website: www.florencemelly.org.uk
- If you would like to talk to a member of staff please contact your child's teacher or the Head teacher Mr Heaton. Teaching staff are available on the yard before school and when the children leave
- The school's contact number is 0151 226 1929 and email is d.hughes@fmp.liverpool.sch.uk
- The school's SENCo is Mrs Findell and her email is: r.findell@fmp.liverpool.sch.uk
- The Local Offer can be found in the family directory on the city council website: <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>