

The Trinity Catholic Academy

Local Offer



Mission Statement

'Love one another as I have loved you.'

At The Trinity Catholic Academy, through the love of The Father and the Holy Spirit, we follow Jesus by showing love, respect and forgiveness to everyone and everything, in all that we say and do.

We develop in all children a love of lifelong learning, empowering them to take on the challenges and opportunities in life.

We work in partnership with our school family and the wider community to create a better future for all.

Head Teacher: Mrs. Rebecca Flynn

Special Needs/Inclusion Manager: Mrs. Louise Edwards

Special Needs Governor: Mr. Terry Kildare

What is 'The Local Offer'?

The local offer was first introduced in the green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children identified as being SEN Support and for those with statutory assessments such as Education Health Care Plans.

What will it do?

Liverpool's framework will allow the local offer to provide parents and carers with the information about how to access services in their local area, and what they can expect from those services. With regard to education, it will let parents and carers of young people know how schools and colleges will support them and what they can expect across the local setting.

Here are some answers to questions that parents and carers might have about The Trinity Catholic Academy's Local Offer.

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 children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Senior Leadership Team within the school. Any concerns about a child are dealt with immediately with the relevant professionals informed. Parents are able to discuss their child with either the class teacher, the SENCO or the Senior Leadership Team as part of a graduated approach of assess, plan, do review.

How will school staff support my child?

All children are provided with High Quality Teaching.

Children with special needs have Pupil Centered Profiles put in place, outlining targets and strategies to support your child. PCP's are reviewed termly with the child and shared with parents in a meeting between the parents, class teacher and SENCO.

The school SENCO meets regularly with a variety of professionals through the local authority inclusion officer, local consortia schools and a range of outside agencies and other professionals.

Any child needing support will be identified to the relevant professionals and given any support necessary.

If a child requires outside agency support, school, with the permission of the parents, will put in a referral.

Children identified as needing extra support will have interventions put in place.

If necessary, applications for statutory assessments can be requested with parental consent, to the local authority.

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

All children are provided with 'High Quality Teaching'.

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

All lessons offer the challenge and support necessary for each child to learn and where necessary differentiation occurs through the work set, questions asked and support given.

Specific resources and intervention strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will I know how my child is doing and how will you help me to support my child's learning?

Children's progress is shared with parents throughout the year during parents evenings and curriculum information is available through the website in the "curriculum maps" section.

At The Trinity we actively encourage parents and carers to come in and discuss their child if they have any concerns, with the class teacher or the SENCO.

If teachers have concerns they will contact parents to discuss them and listen to any concerns that you may have too.

The class teacher or SENCO will speak to you regarding any referrals to outside agencies to support your child's learning.

Pupil Centered Profiles are discussed and reviewed with parents each term.

All children are tracked using school's data tracking systems.

Annual reports are written for every child.

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

We ensure that all children are supported socially and pastorally by staff, who know the children well.

We have a high ratio of staff to children with two teachers and at least one Teaching Assistant in each year group.

We offer a wide range of activities within school to support their social and emotional development such as school visits, educational trips, and links with the community and residential trips in Years 3, 4, 5 and 6.

Come and See is delivered as part of the curriculum across the whole school.

School has a medical policy which supports parents and carers with the management of their child's medication within school and staff regularly undergo training in key areas such as asthma, diabetes and the use of EpiPens.

The school is also fitted with a defibrillator and has staff members trained in its use.

If a child comes into school with a specific need, the school nurse or other appropriate professional will provide the relevant staff with training. We also have trained first aiders within school and at least one will be present on any visit outside of school.

School has a behaviour policy which is known, used and adhered to by all staff across the school.

Children who need specific support with their behaviour will be identified and support offered. This support will range from extra support in the classroom, one-page profiles being produced, interventions and support from the SENCO - if necessary outreach agency support will be provided.

We promote and celebrate excellent attendance.

Parents are supported and school will ring home to query a child's nonattendance at school.

School has its own EWO who will support school and parents with ensuring children attend school regularly and on time.

School currently offers a range of social and emotional well-being interventions through Seedlings, Positive Futures and the Mental Health Support Team.

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

School employs staff trained to educate and care for children throughout their primary years.

Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and emotional problems children may experience.

School has direct access to a wide range of services all of which can support both parents, carers and children. These agencies include: Speech and Language, CAMHS (Seedlings and Mental Health Support Team), Positive Futures, Educational Psychologist Service, OSSME (Autism Initiatives), The ADHD Foundation, Together Trust Occupational Therapists, Paediatricians, the School Nurse.

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

All staff receive regular training from the health service around key medical issues which could arise for children.

Individual staff are trained in First Aid and are strategically placed around school. The SENCO attends local authority training and attends key regional training, which is then shared with all staff.

All staff are trained in manual handling techniques which provides staff with 'a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm.'

The SENCO provides in-house training on developing PCP's and around specific requests from staff, or as necessary to support a particular child or group of children. Where necessary, specialist training is brought into the school. For example in previous years we have bought in support from Autism Initiatives and the ADHD Foundation who will support staff in needed areas. More recently we have accessed staff training from the mental health team.

The Educational Psychologist can also be used to observe classes or individuals and if needed, to assess at the request of school and parent or carer.

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

We are fully-inclusive and all children attend all events and trips and are encouraged to take part in all activities both within and outside of school.

Where necessary, extra support will be provided and reasonable adjustments made, to ensure full participation by all children; parents are fully-informed as to the trips and activities open to every child.

Risk assessments are carried out and procedures are put into place to enable all children to participate.

How accessible is the school environment?

We have wheelchair access and a lift to take you to the first floor.

There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability.

We have three Evac Slides (one at the top of each staircase) to support safe evacuation of anyone who cannot access the stairs. Several staff members across the school are trained to use this equipment.

A vast range of ICT equipment is accessible across school and the use of computers and iPads enable all children to have access to new technologies to support their learning.

For further information see the school's Accessibility Plan.

How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining our school:

We encourage parents and children to visit the school and meet their new teacher prior to joining the school.

A member of the Senior Leadership Team will either show the child and parents around school or be available to answer any questions.

Transition will be done at the right pace for the child and they will have a trusted member of staff who they can discuss any worries with on a daily basis.

If your child is moving to another school:

We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible following them being put onto their role.

When moving classes in school:

Information will be passed on to the new class teacher in advance.

Your child will have transition visits to meet the class teacher and become familiar with their new classroom and may also be provided with a transition booklet to bring home.

Teachers have handover meetings involving the SENCO to pass on vital information.

In Year 6:

The teacher and SENCO will discuss the specific needs of your child with the SENCO of their secondary school. The school SENCO will attend a transition meeting with other secondary schools arranged by the local authority.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. It may also be possible to arrange for a place in the summer schools that some of the high schools run.

How are the schools resources allocated and matched to children's special educational needs?

All year groups have additional support staff, who are well trained, as well as an experienced teacher in every class.

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances

If necessary the SENCO (with parental consent) can apply for additional high needs funding from the local authority.

How is the decision made about what type and how much support my child will receive?

These decisions are made in consultation with class teacher and Senior Leadership Team.

Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

The school holds regular Team around the Child meetings, at which professionals are called together to discuss provision for supporting children and families in school. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO or a member of the Senior Leadership Team.

If you are considering sending your child to The Trinity Catholic Academy, you can ring the school on 0151-298-2917 to make an appointment with the Headteacher or one of the Assistant Headteachers to arrange a visit to the school. During the visit you will be given a tour of the school. At that point you will be given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.

Sometimes we use abbreviations which can lead to confusion for all of us! Here is a list of the most useful SEN terms:

ADD - Attention Deficit Disorder
ADHD - Attention Deficit Hyperactivity Disorder
BESD - Behavioural, Emotional, Social Difficulties
BSL - British Sign Language
CAMHS - Child and Adolescent Mental Health Services
COP - Code of Practice
DFE - Department for Education
DLA - Disability Living Allowance
EBD - Emotional and Behavioural Difficulties
EP - Educational Psychologist
EWO - Educational Welfare Officer
FE - Further Education
HI - Hearing Impaired
ICT - Information and Communication Technology

IPM-Individual Provision Map
LA - Local Authority
LD - Learning Difficulty
MLD - Moderate Learning Difficulties
MSI - Multi-Sensory Impairment
OT - Occupational Therapist
PCP - Pupil Centred Profile
PD - Physical Disability
P&S-Physical and Sensory
PMLD - Profound Multiple Learning Difficulties
PPS - Parent Partnership Service
PRU - Pupil Referral Unit
PSP - Pastoral Support Plan
RA - Reading Age
SA - Spelling Age
SALT - Speech and Language Therapist
SENCo- Special Educational Needs coordinator
SEND Special Educational Needs and Disabilities
SLD - Severe Learning Difficulties
VI - Visual Impairment

I hope this information has answered any queries you may have but do not hesitate to contact the school if you have further questions.