



# Anfield Road Primary School

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[www.anfieldinfants.co.uk](http://www.anfieldinfants.co.uk) or [www.anfieldjuniors.co.uk](http://www.anfieldjuniors.co.uk)

## 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?

- All pupils are rigorously tracked and monitored using target tracker. If there are concerns about a child's progress or if a child needs additional support then this will be identified and acted upon. This may mean small group intervention work or individual support.
- All pupils have a teacher assessment each term and this is followed by a year group progress meeting involving the class teachers, Headteacher, Deputy Head and SENCOs.
- During year two and three children identified as not making expected progress are screened by SENCO and Educational psychologist (verbal reasoning test, auditory memory, visual memory and motor skills test). Following this screening SENCO and EP meet with class teachers to discuss appropriate support or further action.
- These interventions may take place daily or weekly depending on need. Teachers monitor the success of these interventions and make judgments on their effectiveness by monitoring your child's progress closely.
- If your child is new to our school then progress will be discussed with you as the child's parent/carer. We will also contact your child's previous school/ nursery to gain information in relation to your child's progress in that setting.
- If you have concerns or think your child may have additional and/or a special need that has not already been identified by the school, then an appointment can be made to discuss this with the class teacher, SENCO or Headteacher.
- Parents evening are held every term for your child and is another opportunity for you to discuss their progress. SENCOs are available during parents evening (Mrs Evan KS1 and KS2's and Mrs Turner EYFS)



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

- Class teachers and support staff work closely with the school SENCO to ensure the needs of children are identified early and support strategies are put in place.
- As well as support in school, some children may require the support of additional outside agencies. Outside agencies may offer school advice about strategies to support your child or they may work directly with your child and/or their family. This may result in school opening a CAF.
- School has three learning mentors (Mrs Downing, Mrs Thompson and Mrs Hargreaves). They can support children with social and emotional difficulties. They also play a key role in supporting attendance.
- Agencies to support children may include, for example; School Nurse, Speech and Language Therapy, Educational Psychologist, Community Paediatrician, Occupational Therapy, Physiotherapy etc. outreach support from Abbots Lea, SENISS, Bank View and Clifford Holdroyde. Parents will be informed if any outside agencies are involved with their child and any involvement may require signed permission from the child's parent/carer.
- The child's parent/carer would be involved at every stage of the process. School staff work very closely with all agencies to ensure all advice given to the school to support a child is carried out and monitored.
- Some children may require an individual plan to support their progress. The class teacher will share and discuss this with the child's parent/carer and also with the child. This ensures that both parents/carers and the child have an input into and an understanding of their targets. This will be shared with the child in a way that is appropriate to their age and stage of development. This plan will be reviewed each term.
- School has specialist teachers. One teacher is trained in reading recovery, two teachers are trained in numbers count and two teachers have also attended nurture class training.
- School has a robust behaviour policy that children are encouraged to adhere to. Children can be supported with their behaviour through an individual behaviour plan and or advice from outside agencies.
- School has a nurture class for KS1 and KS2. this operates four morning or afternoons a week. Children are identified for nurture class using the Boxall profile. Staff meet termly to discuss the progress of the group- any additions or removals. Parents are informed if children are to join the nurture class.



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

- The school recognises that children are at different stages in their learning and also learn in different ways. To support all children the school delivers a wide and varied curriculum in a variety of ways. Both formal and informal assessment and careful analysis procedures ensure children's individual needs are met. We offer small group support and individual support when needed.
- We understand that children learn at their own pace so we closely monitor progress using Individual Education Plans and Play plans. All [parents and children where appropriate are invited to contribute to their child's individual plan and we will keep you informed of any progress that is made in meeting the targets of the plan.

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

- Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. All Safeguarding procedures are robust.
- Children are treated respectfully and their opinions are valued. Children are taught, through a variety of lessons and activities, how to keep themselves and each other safe. Children know who they can talk to if they have a worry or concern.
- The school will keep in contact with you about your child's overall well-being. To support the development of positive behaviours and friendship groups we have:
  - - i. Three learning mentors.
    - ii. Philosophy for children program.
    - iii. Good to be Green behaviour policy in KS1.
    - iv. KS2 you've been spotted behaviour tokens.
    - v. Socially speaking groups.
    - vi. Anger management groups.
    - vii. Liverbird class (nurture class).
    - viii. Holistic therapy.
    - ix. Quiet, reflection space.
- Teaching assistants are all Paediatric 'First Aider' and can attend to children when necessary.
- Year six pupils have completed a first aid training course.
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education. School operates a first day response to absence. School buys the support of an education welfare officer (Ms Mgiveren)



- Children's kindness and empathy for each other is rewarded in assembly each week.
- School holds a weekly reward assembly where children's efforts and achievements are celebrated by the children's parents and staff.
- We use circle time to ensure all children are listened to and we have a school council for children to share their views and ideas.
- Year six children have the opportunity to be play leaders in KS1 and EYFS.
- Named staff can administer any medicine your child may need.

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

- The school has access to a variety of specialist support services from a wide range of agencies, including, those noted previously and also the following areas of specialism; advice for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
- We have access to many specialist services including; CAMHS (Child and Adolescent Mental Health Service) and Speech and Language Therapy Service, Clifford Holroyd Specialist School and Bank View Outreach service.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other specialist schools if appropriate.

**6. What training do staff supporting children and young people with SEND receive?**

- The SENCO attends Local Authority training each term. She feeds relevant information back to staff and governors.
- There is a variety of Local Authority and Consultancy training that individual and whole staff access to enable them to support the children in their care. This may include, for example, training related to early identification of children with additional need, Speech and Language training, specialist training related to Autistic Spectrum Disorder, Dyslexia training etc.
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## **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. You would always be contacted before a planned activity/trip which would be away from the school site.
- Before all off site activities/trips, a risk assessment is undertaken.
- If appropriate, you may be invited to accompany your child on the activity/trip school.
- For children in year two to year six an overnight trip is arranged.

## **8. How accessible is the school?**

- Anfield Road school partnership has wheelchair access at a number of points throughout the school including; main entrances. There is also a disabled toilet.
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## **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?**

- You will be invited to look around the school and meet school staff. Your child will also be invited to visit and stay for a short session before starting school.
- You will be invited to a meeting with the Head Teacher and class teachers prior to your child starting school.
- We will contact any early years settings, or other schools you 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' (TAC) transition meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- There is a comprehensive plan in place to support all pupils when moving to new classes and year groups and when transferring to the key stages
- If appropriate learning mentors will work with individual children or groups of children to offer transition support via a transition plan. This may include year six pupils spending supported time in their new senior school.



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

- The school's SEN budget is allocated to meet the needs of the children on the SEN register.
- School's SEN budget allows them to have a nurture room for both KS1 and KS2 pupils.
- The progress and attainment of all pupils is tracked and resources are allocated according to need.
- The SEN budget 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.
- School also funds advice from an independent Educational Psychologist (Mr Critchley)

## **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 children's needs. This means we record concerns about a pupil at pupil profile meetings.
- All children's progress is tracked and monitored. If a child's progress is giving any cause for concern then the class teacher will consider implementing an intervention programme. This may be in relation to e.g. literacy, maths or social and emotional well-being.
- The impact of all interventions are measured and monitored closely.
- If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENCO will discuss next steps with the child's parent/carer, this may mean putting the child on the school SEN register at school action.
- If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision and the child will move to school action plus.



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

- Parent/carer and teacher meetings by appointment each term.
- School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day.
- Parents/carers are regularly invited to class/school assemblies and celebrations.
- A variety of planned workshops throughout the year (see class information and web site news.)

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

If you would like to talk to a member of staff please contact the Head Teacher (Mrs Drew-Williams), your child's teacher or Mrs Evans, Mrs Turner (SENCOs)

You can also access further information about our school on our school website:

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)