

**Saints Peter and Paul**

**Catholic Primary School,**

Moorfield, Tower Hill

Kirkby.L33 1DZ

**Headteacher: Mrs J. Mousley**

**Chair Of Governors**: **Mr. Matty Pendergast**

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**School Offer**

**Children and Families Bill 2013**

The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she:

* has a significantly greater difficulty in learning than the majority of others of the same age, or
* has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer and the SEN Information required as stated in the SEN Code of Practice.

We have set out our School Offer / SEN Information Report through a series of questions through which you can get more information. You may also wish to refer to our SEN Policy for further information.

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| 1. **How does the setting know if my child needs extra help?** |
| We know when pupils need help if:   * concerns are raised by parents / carers, teachers or the child * limited academic attainment/progress is being made * there is a change in the child’s behaviour / emotional / social well being * physical / medical difficulties impact upon the child which can affect their academic attainment/progress / well being |
| 1. **How can I let the setting know that I am concerned about any area of my child’s development?** |
| At Saints Peter and Paul, if a parent / carer is concerned about their child’s development there are several ways in which you can share this with the school. Either contact:   * Class teacher * SENDCO - Mrs L Kildare * Learning Mentor – Mr R O’Keefe * Assistand Headteacher – * Headteacher – Mrs J Mousley * GP |
| 1. **How will teaching be matched to my child’s needs?** |
| * When a child is identified with Special Educational Needs Development (SEND) their work will be differentiated by the class teacher, this enables them to access the National Curriculum/Early Years Curriculum. * Teaching Assistants (TA’s) may be allocated by the class teacher to work with the pupil in a small focus group, this enables very specific needs to be met. * Once a child has been identified as having a special need, they will be given a Play Plan/Personal Provision Plan. Targets will be set according to the needs of the child, shared with the child / parents; this will be reviewed every term. Parents will receive a copy of the necessary paperwork. * If appropriate, specialist equipment may be given to the child to support their need. |
| 1. **How will I be informed of my child’s progress?** |
| * You will be able to discuss your child’s progress at Open Day. * Your child’s class teacher is always available if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher; this can be done by visiting the school office or via Class Dojo. * The SENDCO is also available to meet with if you feel that you need further advice or support; you are able to make an appointment through the office. |
| 1. **What support do you have for me as a parent to support my child?** |
| * The class teacher may suggest ways of how you can support your child. * Mr O’Keefe (Learning Mentor) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child’s behaviour / emotional needs. * If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home. * School do offer a range of courses for parents / carers to access which are publicised via the school newsletter. * Parents can also access behavioural support through the School Nurse service * Miss Hollie Pickering (Mental Health Educational Practitioner – MHEP) will work alongside parents of the children that she is supporting. |
| 1. **What support will there be for my child’s overall wellbeing?** |
| * The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: * Members of staff such as the class teacher and Learning Mentor are readily available for pupils who wish to discuss issues and concerns. Where appropriate interventions are carried out. * The school Mental Health Educational Practitioner is also available. * The school Messy Play Practitioner can also support your child. * Pupils with medical needs: if a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents / carers. These are discussed with all staff who are involved with the pupil. * Required staff receive epi-pen training delivered by the school nurse. * Where necessary and in agreement with parents / carers medicines are administered in school, at the office, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. * Several staff have paediatric first aid training and a significant number of staff are trained to use a defibrillator. * A TAF or an Early Help Assessment may be initiated if there are several agencies working with the child |
| 1. **What specialist service and expertise are available at or accessed by the setting to support my child?** |
| At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:   * Child Protection Team * Educational Psychologist * CAMHS (Child & Adolescent Mental Health Service) * Sensory Impairment * Social Services * Mental Health Educational Practitioner * Speech and Language * Occupational Therapy * Paediatrician * Behaviour Support * English as an additional language (EAL) * School Nurse * Neurodevelopmental Pathway * ASC Advisory Teacher * Continence Team * Chatty Therapy * Listening Ear |
| 1. **How accessible is your setting and how will my child be included?** |
| * As a school we are happy to discuss individual access requirements. * All of Saints Peter and Paul is accessible due to its ground floor design. Facilities we have at present include: * Ramps into school to make the building accessible to all. * Wide doors in some parts of the building. * We ensure that equipment used is accessible to all children regardless of their needs. * Access to disabled toilets |
| 1. **How will the setting prepare and support my child when joining Saints Peter and Paul / transferring to a new school. Transition to the next class or secondary school?** |
| Many strategies are in place to enable the pupil’s transition to be as smooth as possible. These include:   * Early Years staff visit other nurseries to aid with the transition of pupils into our setting. * Discussions between the previous or receiving school/teacher prior to the pupil joining / leaving. * All pupils attend a transition session where they spend some time with their new class teacher. * Additional visits are also arranged for pupils who need extra time in their new school. * Year Six pupils will be involved with several transition visits to familiarise themselves with their new school. * Mrs Mousley is always willing to meet parents / carers prior to their child joining the school. * Secondary school staff do visit pupils prior to them joining their new school. * Mrs Kildare liaises with the SENDCOs from the secondary schools to pass on information regarding SEN pupils. * Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Kildare, the secondary school SENDCO, the parents / carers and where appropriate the pupil. * Some pupils will have access to photographs of their new class / school / key members of staff to ensure a smoother transition. |
| 1. **How are parents/carers/families involved in the setting?** |
| All parents/pupils are encouraged to contribute to their child’s education. This may be through:   * Discussions with the class teacher * During parents evenings * During discussions with other professionals * Parents are encouraged to comment on their child’s Play Plans/Provision Plans with possible suggestions that could be incorporated. * A home / school book may be used to support communication with you, when this has been agreed to be useful for you and your child. * Parent and pupil questionnaires   In addition:   * If your child is undergoing statutory assessment for an EHCP (Education Health Care Plan) you will also be supported by the SEN Inclusion Team. They will ensure that you fully understand the process. |
| 1. **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:   * Headteacher * Assistant Headteacher * Learning Mentor * SENDCO * Class teacher   I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions. |

The Local Offer can be found on the Knowsley Council website [www.knowsley.gov.uk](http://www.knowsley.gov.uk)