

SEND Information Report (2018-2019)
Blessed Sacrament Catholic Primary School

1. What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on the school website, detailing our philosophy in relation to SEND. In December 2016 the school was received the Inclusion Charter Mark Award for being an inclusive school.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties – dyslexia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum condition (ASC), Asperger's Syndrome, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.

Our SENCOs has 15 years' experience in the field of SEND and has additional qualifications in this area. Our team of 38 teaching assistants have a range of experience and training in planning, delivering and assessing intervention programmes. All our staff have on-going training; this can include training from specialist agencies or consultants, as well as from our SENCO or other staff with relevant expertise.

The school works closely with other local schools through our Consortium; sharing training opportunities including INSET days and outside experts.

The SENCO is a member of the school's Leadership and Management Team (LMT) and meets with the Head Teacher and Senior Leadership Team (SLT) every fortnight to discuss current SEND concerns.

Our school's Accessibility Plan (available on the school website) outlines adaptations made to the building to meet particular needs and enhance learning.

2. What are school's policies with regard to the identification and assessment of children with SEND?

Our school's Assessment Policy, which is available on the school website, outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.

For children who are having difficulty accessing age appropriate assessments, PIVATs assessments will be used. This is a detailed form of assessment which breaks down targets into very small steps, and is used particularly for children with additional needs.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties. Close communication with parents/carers is vital during this time. The class teacher/SENCO would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEN policy for further information relating to behaviour support.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

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At Blessed Sacrament a range of specific, more specialised tests are used (usually by the SENCO) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension Test
- SWST Spelling Test
- Phonological Assessment Battery (PhAB)
- Neale Analysis of Reading Ability
- Meares-Irlen Assessment
- Dyslexia Screening Test (DST)
- Early Years Easy Screen (EYES)
- Catch up Literacy
- Renfrew Action Picture Test

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural checklists – e.g. Boxall Profile, Strengths and Difficulties Questionnaire.
- Observation schedules e.g. for behaviour, concentration, attention.
- British Picture Vocabulary Scale (BPVS)
- Assessment of Hand and Fine Motor Skills.

In addition, school commissions the services of a range of external agencies in order to assess the needs of our children using a range of specialist assessments. For e.g. Educational Psychologist, SENISS.

Further information relating to identification and assessment of children with SEND can be found in our SEND Policy document.

3. What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEND?

- use of a provision map to measure progress and achievement
- evaluation of personal provision plans (PPPs) 3x yearly
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEND across the school - part of whole school tracking of children's progress – 6 x yearly
- PIVATs data and reports x 3 per year
- monitoring by SENCOs – with 50% non-teaching time

b) What are our arrangements for assessing and reviewing the progress of children with SEND?

- our school's Assessment Policy (available on the school website) outlines the range of assessments regularly used throughout the school
- evaluation of personal provision plans 3x yearly
- tracking of pupil progress generally as part of whole school tracking system – 6x yearly
- a cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our Educational Psychology service - Primus
- An Annual Review is held for children with EHC Plans; interim reviews can also be arranged throughout the year if deemed necessary
when children are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets

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- when assessing children with SEN , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- initial concerns about a child's progress are discussed with the SENCO and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

c) What is our approach to teaching pupils with SEND?

- the fundamental aim of our school is to enable each child to be all that they can be – to embrace and fulfil their unique potential whilst working towards our Mission Statement – Aim High and Live Life to the full
- unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity and use appropriate assessments and set suitable targets for learning.
- quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCO and all staff members have important day-to -day responsibilities. All teachers are teachers of children with SEND
- a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements
- children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively

- at Blessed Sacrament, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCO, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. In addition, SENISS observations/assessments are also carried out in EYFS. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.
- we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset, without the need for disapplication. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

d) How do we adapt the curriculum and learning environment?

- the curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- school always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays and exercise books for children with Irlen syndrome; use of brain breaks, sensory cushions).

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we endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens, coloured overlays, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.

- we endeavour to ensure that all class rooms are ASC friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources.
- we endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary.
- small group rooms/spaces are available in both key stages to provide quiet work areas for 1:1 or small group work

e) What additional support for learning is available for children with SEN?

- there are currently 824 children on roll. 139 children are on the SEND register and currently receiving some form of support or intervention. We have 38 learning support assistants employed in school in order to maximise learning potential for all our children; all are trained to at least NVQ Level 2 or above and can deliver a number of intervention programmes throughout the school. Some LSAs are deployed in classes to support children on a 1:1 or small group basis whilst others withdraw the children to work outside the classroom on a more specific 1-1 or small group intervention. In Y6, an additional teacher was employed from January 2018 in order to reduce the class sizes and these children have been split further into 7 groups in the afternoon to target Literacy and Numeracy skills further. We follow the Code of Practice for SEN – 'Support and Aspiration – a new approach to SEN and disability'
- we teach a differentiated curriculum to ensure that the needs of all children are met
- we implement Personal Provision Plans (PPPs) with S.M.A.R.T targets
- a large number of intervention programmes are in place for children who require additional support e.g. Precision Teaching; Boosting Reading Potential; Numicon; Teodorescu's Perceptuo-Motor Programme; Firstclass@number etc. We also support the emotional needs of a number of our most vulnerable children in the Nurture Room with specific interventions such as – Socially speaking; SAP (Student Assist Programme); ASC groups; Circle of Friends groups.
- individual laptops are used for children with recording needs to support recording across the curriculum

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- for children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
- specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, visual timetables, sequence strips
- Our school commissions the services of a children's counselling service (Brighter Horizons) to support some of our most vulnerable children for 2 days per week. These children are given a 45 minute 1-1 session each week
- Our school also commission support from Seedlings (YPAS) and schools Family Support Service.

f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?

- all extra-curricular activities (listed on the school website website) are available to all our children
- before and after school care is available to all our children
- residential trip to Crosby Hall and Kingswood available to all children
- lunchtime club for children with social communication/interaction issues

g) What support is available for improving the emotional and social development of children with SEND?

- regular coffee mornings with ASC groups
- specialist advice from our Educational Psychologist

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- specialist advice from colleagues at CAMHS through our regular Consortium meetings
- Nurture Room
- Schools Family Support Service
- Seedlings (YPAS)
- Brighter Horizons Counselling
- assessment tools and intervention programmes e.g. SAP, Socially Speaking, SEALS materials, peer to peer massage, Time to Talk etc.

4. What is the name of the SENCO and contact details for the SENCO?

The SENCO is Mrs Emma Crist who can be contacted on 0151 525 9600 and via email at e.crist@bsprimary.com. Mrs Crist has a full time non-teaching commitment in school.

5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

- our SENCO has 15 years' experience in this role and is allocated 100% of her time in school to manage SEND.
 - school employs 2 HLTAs and a team of 36 TAs who are trained to deliver a range of interventions on a small group and 1:1 basis e.g. Precision Teaching; Boosting Reading Potential; Numicon; Teodorescu's Perceptuo-Motor Programme; Firstclass@number etc.
 - 18 members of staff are trained First Aiders
 - a number of staff are trained by the School Health Team/School Nurse with regard to asthma, epilepsy, diabetes and anaphylaxis. The School Health and Community Teams also provide training to staff regarding specific low incidence medical conditions as needs arise.
 - during the course of the last academic year the SENCO and relevant staff (i.e. staff directly involved with children with specific need relating to the course) received SEN training in areas such as diabetes and epilepsy.

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- our LSAs have had training this year from the Maths Team on how to use Bar Modelling and also on how to use Numicon as a support for SEND children in class.
- as specific needs arise the SENCO will approach specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology) to seek advice about raising awareness of the specific type of SEN. To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately) more specific training may be sought directly through specialist agencies
 - general support and advice from SENCO - e.g. with regard to the implementation of specific programmes, creation and monitoring of Personal Provision Plans (PPPs), tracking of children with SEN
 - particular support is given to NQTs and RQTs and other new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the SENCO will pursue relevant training, in the first instance, for the class teacher and support staff concerned. The SENCO and a member of SLT will also meet with parents prior to the child starting at the school.
 - our Special Educational Needs Co-ordinators attend termly 'SEN Briefings' funded by the L.A. organised to support SENCOs in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
 - our SENCOs also attend regular Consortium meetings to share best practice with colleagues in our local schools
 - at the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year.
 - the SENCOs are both members of the school's LMT (Leadership and Management Team) and meet fortnightly with the Head teacher and Senior Leadership Team. .
 - our SENCOs organises training on a needs basis and also staff may request specific training.

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6. **How is equipment and facilities to support children with SEND secured?**

- through discussion with specialist agencies involved
- through discussion with parents
- through discussion with our Head teacher
- we strive to ensure that all equipment and facilities to support children with SEN are in place across the school. e.g. provision of coloured overlays/exercise books for children with Irlen's Syndrome; provision of equipment e.g. sensory cushion and implementation of strategies e.g. brain breaks for children with sensory issues
- we regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future. Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children with visual impairments.
- our school's Accessibility Plan, available on this website outlines adaptations made to the building to meet particular needs and enhance learning.

7. **What are the arrangements for consulting parents of children with SEND about and involving such parents in the education of their child?**

- throughout the year there are 2 formal Parents' Evenings and there is an end of year opportunity to meet with parents after they have received their child's end of year report. Half termly reports are emailed to parents
parents are invited to review their child's PPP on a termly basis at Parent's Evening – these plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting

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we have an 'open door' policy whereby the SENCO is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child

- progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations
- progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with a speech and language therapist or with specialist support teachers from SENISS)
- the progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to high school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENCO of the receiving high school is usually invited to attend.
- parental survey forms are used at annual reviews to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

8. What are the arrangements for consulting children with SEND about and involving them in their education?

- children with SEND are represented in proportion to their numbers in the school on our School Council
- targets set for children are reviewed with them
- children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development
- child survey forms are used at annual reviews to obtain children's views about their SEND, support in place to address needs and any modifications to this support which children feel may be helpful for them

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,
- the complaint is dealt with by the SENCO or by a senior leader. If there is still no resolution, the Head teacher should become actively involved
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEND and in supporting the families of such children?

- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from our Educational Psychology Service - Primus. In addition, school may seek advice from specialist advisory teachers from SENISS or Springwood Heath Outreach Service for children with sensory impairment or physical/medical difficulties or social communication difficulties or from specialist teachers from the Fair Access Team to consider behaviours presented by children in school.
- the speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children

- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- our School Health Practitioner is available for advice and attends meetings in school on request following referrals to the service made by school.
- school also maintains excellent links with the LACES team within the Local Authority
- transition meetings are held in the summer term with Nursery staff before children enter our Reception classes. Liaison with other nurseries in the area also occurs.
- the Local Authority's Early Help Procedures (EHAT) are adhered to by school whereby help and support is offered to children and families when low level issues emerge and before problems escalate. We currently have 3 active EHATs in school with regular Team Around the Child meetings engaging appropriate agencies to ensure positive outcomes for the children and families involved.

11. What are the contact details of support services for the parents of children with SEND, including those for arrangements made in accordance with clause 32?

Special Educational Needs Assessment and Pupil support Service

The SEN Assessment and Pupil Support Service undertakes the following functions with regard to Special Educational Needs. Moderation of requests for Education, Health and Care assessments under the 2014 Children and Families Act. Co-ordination of assessments undertaken under the above Act.

Telephone: 0151 233 5957 / 0151 233 5955

0151 233 5973 / 0151 233 5964

E-mail: sen.team@liverpool.gov.uk

Liverpool Early Help Directory

<http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

School Admissions

The Admissions Team are responsible for the statutory co-ordination of primary reception class place and Secondary Year 7 place allocations each academic year. The co-ordination is carried out in accordance with the provisions of the School Admissions Code.

E-mail: admissions@liverpool.gov.uk

Website: liverpool.gov.uk/

Council for Disabled Children

The Council for Disabled Children has launched two new websites.

www.getyourrights.org offers children information about their health-related rights and how to take action if they've been breached. It also provides resources for professionals.

<http://cyp.iassnetwork.org.uk> gives children and young people with a disability or special educational need information on what rights they have for accessing information, advice and support across education, health and social care.

The Liverpool Asperger Team

The Liverpool Asperger Team is an NHS service which offers an Asperger syndrome (Autism Spectrum Disorder) assessment, diagnostic and intervention service for adults in the Liverpool area.

Telephone: 0151 737 4800

E-mail: peter.scaife@merseycare.nhs.uk

Speech and Language Resource Bases

The Speech and Language Resource Bases within The Early Help Service is a specialist service that supports children with the most significant and specific speech and language needs: - There are 128 places in 5 Language Resource Bases across the city.

Telephone: 07919045248

E-mail: Christine.taylor@liverpool.gov.uk

Sensory Service

The Sensory Service provides support for those with either a Vision Impairment or a Hearing Impairment. Visually impaired children and their families are supported by the Sensory Service. The Sensory Service is an Education Service which supports hearing impaired and visually impaired children.

Telephone: 0151 233 5970 E-mail:anne-marie.taft@liverpool.gov.uk

The Educational Psychology Service

The Educational Psychology Service is a traded and statutory service that works in partnership with Education, Social Care, Health and the Voluntary Sector. The service works with children/young people 0-25 who live in Liverpool in order to promote their attainment, inclusion and well-being.

Telephone: 0151 233 5978

0151 233 5985

E-mail:katie.hinds@liverpool.gov.uk

The Liverpool Neurodevelopmental Pathway – Advanced Solutions

The neurodevelopmental offer for children, young people and their families has been commissioned by NHS Liverpool Clinical Commissioning Group to ensure services and support are available for those experiencing difficulties with Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Sensory Processing Difficulties (SPD)

Website: www.advancedsolutions.co.uk/.../index.html

Looked After Children Services (LACES)

Liverpool's Looked after Children Education Service (LACES) has responsibility for ensuring that Liverpool City Council delivers its statutory requirements as a corporate parent, in the promotion of the educational attainment of the city's Looked After Children (LAC) wherever they are located. LACES provides advocacy support.

Telephone: 0151 233 3901

E-mail:laces@si.liverpool.gov.uk

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) Formerly Parent Partnership

About Liverpool & Knowsley SENDIASS services provide free and confidential impartial information, advice and support to children/young people with special educational needs and/or disabilities (SEND), and their parents/carers.

Telephone: 0800 0129066 Option 1 Liverpool residents/Option 2 Knowsley residents

E-mail:liverpoolandknowsleysend@wired.me.uk Website: www.liverpoolandknowsleysend.com

Fusion Project

Aims to direct disabled children and young people into mainstream play and leisure provision within their community. Works with families to explore the possibilities locally to help children and young people make connections that could lead to friendships.

Gives information on different types of childcare.

Telephone: 0151 233 3621

E-mail:fusion.project@liverpool.gov.uk

Information and Advice Sessions regarding Sensory Difficulties

Information and advice sessions with an occupational therapist and advanced practitioner in sensory integration. For further details please contact us at info@theisabellatrust.org

Telephone: 07956749774

07956749774

E-mail:info@theisabellatrust.org Website: www.theisabellatrust.org

12. What are the schools arrangements for supporting children with SEN in transferring between phases of education?

- induction Meetings and Open Days are held for new children attending the Nursery. Home visits and visits to other settings are arranged to discuss any additional needs.
- end of year transition meetings between class teachers to discuss children with SEN.
- KS1 – KS2 transition for SEND children who need to have a series of fun visits to Year 3 in preparation for transferring. E.g. Spanish lessons, P.E, Sports Day.
- meetings with Y7 SENCOs from other schools (SENCO and Learning Mentors).
- additional Transition visits for vulnerable pupils to secondary schools.
- SENCO attends transition forum within the LA.
- Nurture topic during the last half term of each school year is all about 'Changes' which looks at moving on and moving to new schools.
- circle time activities across the school (Learning Mentors).
- Brighter Horizons counsellor works with individual children re: transition.
- safeguarding meetings/transfer of documentation between KS2 and KS3 Safeguarding Teams.
- 'Moving on' day Local Authority day.
- Y6 Class Teachers meet / liaise with learning mentors and Year 7 Heads from Archbishop Beck and Maricourt to pass on academic and social information about children.

13. Where is the Local Authority's Local Offer and school's Local Offer published?

- School's Local Offer can be found on the school website
- Local Authority's Local Offer can be found at this location:
<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>