

ST MARGARET MARY'S CATHOLIC INFANT SCHOOL

Loving, Learning, Growing together with Jesus



SEND Information Report

Approved by:

Date Ratified:

Review Date:

St Margaret Mary's Catholic Infant School

SEND Information Report

October 2024

The governing body of maintained schools must publish information about the implementation of the governing body's policy for pupils with Special Educational Needs.

This information report is also supported by the 'SEND policy'.

<p>1. Information about St Margaret Mary's policies for Identification and assessment and provision for pupils with SEND.</p>	<p>Here at St Margaret Mary's Catholic Infant School, we are as inclusive as possible with the needs of pupils with Special Educational Needs and/or Disabilities (SEND) being met in a mainstream setting wherever possible.</p> <p>The broad areas of SEND need are:</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Emotional and Mental Health difficulties• Sensory and/or Physical Needs <p>Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, is:</p> <ul style="list-style-type: none">• making no or very limited progress over a period of time• working two years or more below Age Related Expectations (ARE)• experiencing profound difficulties with communication and interaction• having severe difficulties in mastering the basic skills in English and /or Mathematics• experiencing emotional/social/mental health problems, which impact their learning• impaired physically or sensory (hearing/vision) and are not making progress, despite receiving an adapted curriculum and support. <p>The purpose of identification is to work out what action the school needs to take; not to fit a pupil into a category. At St Margaret Mary's, we identify the needs of pupils by considering the needs of the whole child, not just the special educational/disability needs of the child or young person.</p> <p>There are other areas which may impact on children's progress and attainment but are not considered as SEND. For example:</p> <ul style="list-style-type: none">• Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)• Attendance and Punctuality• Health and Welfare• EAL (English as an Additional Language)• Being in receipt of Pupil Premium Grant• Being a Looked After Child
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<p>What should I do if I think my child has Special Educational Needs?</p> <p>How will St Margaret Mary's Catholic Infant School know if my child needs extra help?</p>	<ul style="list-style-type: none"> • Being a child of Serviceman/woman • Behavioural difficulties <p>If you have any concerns about your child's progress, you should speak to your child's class teacher initially. The class teacher will notify the SENCO. The SENCO and class teacher will arrange a meeting for you to discuss your child.</p> <p>Class teachers continually assess all children's learning against national expectations and age-related expectations. Progress is tracked and information regarding where children have progressed (and where they have not) is recorded. This informs whether extra support is required.</p> <p>The Senior Leadership Team hold a termly pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on Sonar and class profiles. Where pupils are falling behind or making inadequate progress given their age and starting points, extra support is identified and put in place to support individual needs e.g. intervention programme. The child's parents and pupil are informed.</p> <p>The SENCo (Special Educational Needs and Disabilities co-ordinator) holds termly monitoring meetings to discuss children in each class who are SEND or are being monitored and to plan next steps with the class teacher. The SENCo also holds planning and review meetings. We recognise the entitlement of all children to receive a broad and balanced curriculum. We strive to nurture their spiritual, academic, personal, social and emotional development.</p> <p>As a school, we actively seek advice from many outside bodies. These include, but are not limited to: Applied Psychologies, CEWB Play Therapist, school nurse, Knowsley ASC Advisor, Knowsley EYFS SEND advisor, Knowsley EP consultations, Knowsley and Liverpool Speech and Language therapists. The advice we receive is then followed in order to support the provision of children with SEND.</p> <p>Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENCo (Special Educational Needs and Disabilities co-ordinator) and specialist teachers/agencies. All pupils' progress is monitored and tracked. This happens through the use of observation, formative and summative assessments, personalised support plans (IEPS or Play plans) and regular review meetings with parents/carers. This information is then used to identify whether further support is needed from the SENCo and then outside agencies. In exceptional cases, children may receive an Education, Health and Care Plan.</p> <p>Interventions are implemented and reviewed by teaching staff (then Shared with the SENDCo) to ensure they are allowing children with SEND to progress.</p> <p>The majority of children with SEND will have their needs met in mainstream schools. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.</p>
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	<p>Parents have the right to appeal a decision not to initiate a statutory assessment leading to and EHCP Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differ from their preferred choice.</p> <p>Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example: reducing levels of support.</p>
<p>2.The school’s approach to teaching pupil’s with SEND:</p> <ul style="list-style-type: none"> > How adaptations are made to the curriculum and the learning environment of pupils with SEND. > Support that is available for improving the social, emotional and mental health of pupils with SEND. 	<p>At St Margaret Mary’s, we ensure that quality first teaching and learning opportunities meet the needs of all our pupils. Provision is adapted for individuals and there is a challenge in place for all pupils regardless of their starting points.</p> <p>In order to ensure St Margaret Mary’s is fully inclusive, children will (in the main) work towards the same learning objective alongside their peers. Teachers will adapt planning in different ways when needed such as: the use of word banks, different learning tools i.e. number lines, practical resources, differentiated levels of questioning/scaffolding and different ways of recording their learning and the level of adult support given, will support children in achieving their learning objectives.</p> <p>As part of the school day and in each lesson, learning will be matched to the individual needs of the children. The class teacher ensures that the children build on prior learning and our curriculum progression maps show how the children will progress each year, from Nursery to Year 2. Children will be taught the curriculum for their year group, and they will be provided with activities that are appropriate to their level of attainment.</p> <p>Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and by external professionals/agencies. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.</p> <p>On occasions it is necessary to provide children with a different learning objective, in order to ensure learning is tailor made to match the needs of the child. This will be done in consultation with the individual’s parents.</p> <p>We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.</p> <p>The SENCO and Learning Mentor work closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher with support from the SENCO if needed, can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.</p> <p>The Acting Headteacher ensures all pupils with SEND have appropriate access to tests and assessments, including the application for additional time, to dis-apply pupils from tests or to have support in the form of a ‘writer’ or a ‘reader’.</p>

	<p>We undertake careful forward planning to ensure that the necessary support is in place to enable all children to engage in all activities, based on individual needs.</p> <p>Children also have use of a quieter space to complete work, interventions, complete multi-sensory activities or for a short movement break before returning to their class. We also have a dedicated Sensory Room for children to use in a small group or on their own with adult supervision.</p> <p>In the Summer Term of 2024, we introduced an Intervention Group for Children with Social, Emotional and Mental Health Needs named Harmony. This continues with the advice and direction of the SENCo, Learning Mentor and external agencies. In Autumn term 2024, we introduced an Intervention group for children with Communication and Interaction difficulties. We also have a Quiet lunch group, for those whom struggle in the canteen.</p> <p>St Margaret Mary's recognises that pupils at school with emotional and social difficulties should be properly supported so that they have full access to education, including school trips and physical education. Some children may also have special educational needs & disability (SEND) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.</p> <p>The termly provision map for each cohort takes into account children who have emotional and/or social difficulties. Interventions / support is planned for these children on a weekly basis, for example, friendship groups, golden time, play therapy etc.</p> <p>Also, our Learning Mentor is highly trained to support Social, Emotional and Mental Health Needs / ELSA trained and runs a variety of Intervention groups such as:</p> <ul style="list-style-type: none"> • Inside Out • Mighty Moe • Sunbeams etc <p>Information is also available from the school Behaviour Policy.</p> <p>Where English is not a family's first language, we can access support from the Local Authority for translated materials and interpreters if parents request this.</p>
<p>3. The school's approach to teaching pupils with Class teachers are responsible for: SEND: > Evaluating the effectiveness of the provision made for pupils with SEND. > Arrangements for assessing and reviewing pupils progress towards outcomes including opportunities available to</p>	<p>St Margaret Mary's takes a 'Graduated Approach' to SEND Support. The first stage is Quality First Teaching.</p> <p>Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, and a curriculum for individual pupils is the first step in responding to pupils who have or may have SEND.</p> <p>We regularly and carefully review the quality of teaching and progress for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.</p>

<p>work with parents and pupils as part of this assessment and review.</p>	<p>The SLT (Senior Leadership Team) hold a termly year group pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on Sonar and class records. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified, and interventions suggested. The child's parents and pupil are informed of targets in place.</p> <p>It is the responsibility of the class teacher to plan appropriate tasks / activities / group work to meet the needs of children, and plan for the support staff in their class so that the identified children are adequately supported.</p> <p>Teaching Assistants work under the guidance of the class teacher and liaise with the teacher and the SENCO. They should give the class teacher any notes and assessments they have completed so that assessment for learning can take place and the teacher can plan for progression.</p> <p>The next stage is SEN Support. Where pupils continue to make inadequate progress, despite high quality teaching targeted at their challenges. The class teacher, alongside the SENCO, should assess whether the child has a significant learning difficulty. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:</p> <ul style="list-style-type: none"> • Assess • Plan • Do • Review. <p>This graduated approach is called SEN support. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.</p> <p>Assess</p> <p>This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, referrals and advice from external support services will also be considered. For example,</p> <ul style="list-style-type: none"> • Speech and Language therapy • Occupational therapy • CAMHS • School Nurse • Educational Psychologist • ASD advisor • Inclusion support worker • Paediatrician • School attendance service • Play therapist <p>Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular</p>
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	<p>reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.</p> <p>Plan Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.</p> <p>Do The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.</p> <p>Review Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary, their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil at least termly. The class teacher holds the overall responsibility for evidencing progress according to planned outcomes.</p>
<p>4. Contact Information Name of SENDCo: Name of SEND Governor: Contact information:</p>	<p>Miss Julie Hart Mrs Clare Ferguson 0151 477 8815 stmargaretmary@knowsley.gov.uk</p>
<p>5. Information about the expertise and training of staff in relation to children with SEND.</p>	<p>Miss Julie Hart – qualified teacher and Special Educational Needs Coordinator. The SENCO achieved the National Award for SEND Coordination in 2020. All class teachers at St Margaret Mary's Catholic Infant school have gained a teaching qualification at degree level. Our teaching assistants have all gained teaching assistant qualifications. 1:1 support assistants are qualified to at least TA level. We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND.. Relevant staff have been involved in the following training opportunities:</p>

Working memory and attention
Peg feeding
Central line
First Aid
Diabetes
Safeguarding and child protection
Mental Health Lead training
Nurture group visit
Adaptive Teaching
Colourful Semantics
Early Help Forum
EYFS SEND training
Evidence for Learning SEND training
Knowsley SENCO meetings
EP Solution Circles
Thrive
Use of visuals
Speech and Language
Educational Psychologist Consultations
Team Teach
Engagement Model

Specialist expertise for children requiring additional SEND support is secured through the SENDCo who uses local authority recognised agencies. The amount of input from these agencies can differ through the year depending on the needs of pupils.

New teachers to the school have an induction period which includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Training opportunities are matched to school development priorities and those identified through performance management.

The SENCO regularly attends the LAs SENCO network meetings for Liverpool and Knowsley in order to keep up to date with local and national updates in SEND and cascades this information to staff through staff meetings.

In addition, the following interventions are delivered in school both during and after the school day at different times in the year and depending on need:

- Literacy support
- Numeracy support
- Precision teaching
- WellComm
- Early Talk Boost
- Colourful semantics
- Memory skills support
- Social skills group
- Emotional skills group
- Draw and talk
- Sensory stations

	<ul style="list-style-type: none"> • Play therapy • Transition support • Other interventions are delivered as required.
<p>6. Information about how equipment and facilities support children with SEND.</p> <p>How accessible is St Margeret Mary's Catholic Infant School?</p>	<p>When a pupil has been identified with SEND, their work will be Adapted by their class teacher to enable them to access the curriculum more easily. Teaching assistants can also be allocated to work with a pupil on a 1:1, 1:2 basis or with a small group.</p> <p>St Margaret Mary's regularly and carefully monitors and evaluates the quality of provision we offer all pupils. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of a parent and pupil questionnaire/ discussions or through parents' evening meetings.</p> <p>Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. The SENCO completes regular audits, action plans, observations of interventions and provision, sampling of parent views and pupil's views. This promotes an active process of continual review and improvement of provision for all pupils.</p> <p>The school is a single storey building and parts of the building are wheelchair accessible; forward planning ensures that a child is placed in the most appropriate classroom. To ensure all access for pupils and parents with disabilities, the school has ensured that most doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. Furniture is of a suitable height appropriate to the age group of children being taught in that classroom. The school's access plan is produced by the local authority and adopted by the school and shared with the Liverpool Archdiocese. It is reviewed by the Premises and Health & Safety Committee of the governing body.</p> <p>We undertake careful forward planning to ensure that the necessary support is in place to enable all children to engage in all activities, based on individual needs.</p> <p>Please see the school's accessibility plan: https://stmargaretmarysinfant.com/wp-content/uploads/2024/10/accessibility-plan-current-2022-2025-1.pdf</p>
<p>7. The arrangements for consulting parents of children with SEND and involving such parents in the education of their child.</p>	<p>Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parent's evenings, which take place twice a year. Teachers are willing to discuss a child's progress with parents at convenient times throughout the year either arranging a meeting, making a telephone call or ad hock on the door at the beginning and the end of the day. The SENCo is also available for parents to discuss concerns by appointment. The SENCo/Learning Mentor/Acting Head Teacher/Deputy Heads are available on the yard at the start of each day for parents to request a follow up call to arrange a meeting to discuss their concerns.</p> <p>Pupils with SEND are admitted to St Margaret Mary's in line with the school's admissions policy. The school is aware of the statutory requirements related to SEND. The school uses its induction meetings and the initial information forms to work closely with parents to ascertain whether a child has been identified as having SEND in Early Years Foundation Stage. If the school is alerted to the fact that a child may have a</p>

	<p>difficulty in learning or accessing provision, we make our best endeavours to collect all relevant information and plan a relevant adapted curriculum.</p> <p>Parents contribute and take part in Annual Reviews for children with an Education Health Care Plan (EHCP) and receive copies of all relevant paperwork concerning their child. Personal Provision Plan/Individual Education Plans (IEPs) and /or play plans are produced termly for children with an EHCP, children who are on the SEND register or children who are on the monitoring list.</p> <p>The school operates an open-door policy with regards to any concerns a parent may have. If a parent has concerns about their child, they can speak to the class teacher in the first instance, who will inform and seek advice from the SENCo. The class teacher and SENCo will work together to oversee an IEP or play plan for the child. Our SEND Governor is a frequent visitor to school and monitors SEND provision.</p> <p>Parental involvement is also encouraged in the following ways:</p> <ul style="list-style-type: none"> • Induction and information meetings prior to starting school. • Family learning activities and workshops • Links with children’s centres • Parent governors • Website and regular newsletters • Shared homework activities- vis Seesaw and Active Learn • Visits of prospective parents are always welcome • Stay and play/ Stay and read/ Prayer & Liturgy sessions • Coffee mornings with guest speakers at times. • Power or Positive Parenting 6-week course (POPP) <p>If a child has an Individual Education Plan (IEP) (sometimes titled as Personal Provision Plan) or Play plan, parents are invited to reviews at least every term.</p>
<p>8. The arrangements for consulting children with SEND and involving them in their education.</p>	<p>All children are listened to and staff endeavour to respond to their needs.</p> <p>The school ‘Feedback and Marking’ policy encourages same day marking, to allow children instant feedback and a chance to respond during the lesson. Feedback is given by the class teacher or teaching assistant to develop the child’s learning and to challenge. The school also provides same day interventions for misconceptions identified in lessons.</p> <p>Children who are at the ‘SEND support’ stage are carefully considered during the year group pupil progress meetings and interventions are put in place. This is done on a termly basis. Children are involved in their learning and development and supported to recognise their successes and next steps in learning.</p> <p>One-page profiles are made with each child with an EHCP, top up funding or other acute needs and are shared with all staff who work with that child and other staff in school are made aware of the child and their needs if they should see them around the school.</p> <p>St Margaret Mary’s is an inclusive school. The ethos promotes all children as equal, regardless of any SEND. Children generally have a kind and caring nature in school and occurrences of bullying are extremely rare.</p>

	<p>St Margaret Mary's operates a daily Breakfast Club and After School club available to all pupils.</p> <p>As a school we have a bank of agencies and charitable organisations that we are regularly involved with. We work closely with health care professionals and other support services to offer early intervention. If more urgent / specific help is required, we then complete an Early Help assessment (linked with the Local Authority) to access a wider range of agencies. The school also seeks advice as appropriate around individual pupils; from external support services: Knowsley/Liverpool/St Helens SEND departments, Speech and Language therapists, an Educational Psychologist and any other services as deemed appropriate. Parental consent is always sought before a child is referred to a service and any advice given is shared with the parent/carer.</p>
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</p>	<p>Should you need to make a complaint about your child's provision, contact the SENDCo via the school office.</p> <p>If the complaint is about the SENDCo, you can contact the Acting Headteacher or governing body.</p> <p>0151 477 8815 stmargaretmary@knowsley.gov.uk</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils.</p>	<p>The relevant referrals are made through SENCo, Acting Head teacher, or Learning Mentor.</p>
<p>11. The contact details of support services for the parents of pupils with SEND, including those made in accordance with section 32.</p>	<p>For free impartial advice on any matters relating to SEND contact: Liverpool and Knowsley SENDIASS on 03333237768. https://www.knowsleyinfo.co.uk/knowsley-local-offer-send/liverpool-knowsley-sendiass-provided-barnardos St Helens: https://new.sthelens.gov.uk/send/st-helens-iass-information-advice-and-support-service/</p> <p>ADDvanced Solutions support parents/children from Knowsley, Liverpool and St Helens in a variety of ways. Please visit their website: https://www.addvancedsolutions.co.uk/ Or contact them on: 0151 486 1788</p> <p>Parent support groups: Knowsley: Knowsley Parent Carer Voice - https://www.knowsleyinfo.co.uk/children-young-peoples-services/knowsley-parent-carers-voice-kpcv</p>

	<p>Liverpool: LIVPAC - https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=68TVObiahRs</p> <p>St Helens – Listen 4 change - https://listen4change.uk/</p>
<p>12. The school’s arrangements for supporting pupils with SEND in a transfer between phases of education.</p>	<p>New Starters: Before children start in Nursery the class teacher will arrange home visits and consult with previous settings to discuss the needs of individual pupils. In Reception, the class teacher will set up meetings with previous settings to discuss the needs of individual pupils. Parents are invited to Welcome to school meetings and children have at least two visits to their new class/teacher in the Summer term.</p> <p>If a child is entering the school with complex needs and/or disabilities, relevant training and risk assessments will be carried out. School will also extend the amount of contact with parents and relevant agencies before the child starts here. Also, extra visits to school will be made available for the child and parents if deemed necessary.</p> <p>Transitioning through Key Stages: At St Margaret Mary’s Catholic Infant School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCo may be present for the meeting. In some circumstances, parents are invited to meet the new class teacher/1:1 support in the Summer term or early in the Autumn term. Parents are welcome to request such a meeting.</p> <p>Transitioning to the St Margaret Mary’s Infant School: St Margaret Mary’s Infants has links with St Margaret Mary’s Junior school, as most of our year 2 children continue their education at this school. Records of children with SEND are sent to the school with other transfer documents. The SENCO’s and Learning Mentors from both the Infant and Junior schools meet to discuss the needs of the children on the SEND register and current provision to ensure that their needs are met on transition. If a child has complex needs, parents may be invited to attend the meeting. The Learning Mentor for both schools and class teachers provide whole class, small group and individual transition support to each year group, particularly Year 2 (Infants) to Year 3 (Juniors). Prior to transition to the Junior school, our year 2 children take part in carefully planned activities at both schools including seeing their new classroom, playground, finding out where the toilets and canteen are.</p> <p>All children receive a transition document which details their class teachers, door they enter in a morning and photos of provision areas in their new classroom. Children with EHCPs receive a transition booklet with larger photographs of their new classroom and staff.</p> <p>Transitioning to a New Setting: When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies.</p>

<p>13. Information on where the local authority's local offer is published.</p>	<p>St Margaret Mary's will follow a graduated approach and seek guidance from the Knowsley, Liverpool and St Helens Local offer dependant on the GP practice the child is under or their home address as applicable.</p> <p>For details of Knowsley's Local Offer, visit: https://www.knowsleyinfo.co.uk/knowsley-local-offer-send</p> <p>For details of Liverpool's Local Offer, visit: https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel</p> <p>For details of St Helens' Local Offer, visit: https://new.sthelens.gov.uk/SEND</p>
<p>14. School Complaints Procedure/Policy.</p>	<p>If a parent or carer has any concerns or complaints regarding the care or welfare of their child the school complaints procedure is available on the website under Policies.</p>
<p>Glossary of terms:</p>	
<p>ASC /ASD</p>	<p>Autistic Spectrum Condition / Autistic Spectrum Disorder</p>
<p>CAMHS</p>	<p>Child and Adolescent Mental Health Service</p>
<p>EHCP</p>	<p>Education, Health and Care plan</p>
<p>EP</p>	<p>Educational Psychologist</p>
<p>QFT</p>	<p>Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress</p>
<p>SaLT</p>	<p>Speech and Language Therapy/Therapist</p>
<p>SEN</p>	<p>Special Educational Needs</p>
<p>SEN Code of Practice</p>	<p>Statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.</p>
<p>SENCO</p>	<p>Special Educational Needs & Disabilities Co-ordinator- organises and monitors provision for children with special educational needs</p>
<p>SLT</p>	<p>Senior Leadership Team</p>