



**Palmerston School**

Beaconsfield Road

Woolton

Liverpool

L25 6EE

# Local Offer Statement

<b>Review Cycle</b>	<b>3 years</b>	
<b>Owned By</b>	<b>Head Teacher</b>	
<b>Document History / Action</b>	<b>Who</b>	<b>Date</b>
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## Palmerston School Local Offer

### 1. How will I be involved in discussions about and planning for my child's education?

You will be invited to an annual review each academic year where progress will be discussed, support signposted and plans made regarding priorities for the year. You may request additional meetings at any time. You will also receive IEPs every term for comment and to give you an idea of how you can help your child work on their targets at home. You may contact your child's teacher at any time for more details or attend our social events where teachers are in attendance and are available to discuss your child with you.

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

Your child's class teacher has the responsibility for the daily oversight of your child's education. They are supported by skilled support staff who may also contribute towards planning, delivering and reporting back on progress. In addition your child may have input from therapists or specialist teachers e.g. physiotherapy, communication teachers.

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

Pupils at Palmerston follow the National Curriculum appropriately differentiated and adapted to their needs. The School also believes that communication and education for independent living are priorities for our pupils and time and resources are given to these areas.

Pupils are put into classes according to their key stage. This means that they are with other young people of a similar age. There may be a wide range of ability within a class. Extra staff may be allocated to assist some pupils. Twice a week pupils are grouped into "sets" for Maths and English (Science at Key Stage 4). We feel pupils learn from each other and our classes are as inclusive as possible. We do ensure that pupils with additional needs get the support they require so all our staff have training and expertise in ASD friendly strategies and in meeting the needs of pupils with profound and multiple learning difficulties. For our most complex pupils we devise an individualised approach to the curriculum.

The curriculum is also structured to be age appropriate. As the pupils move through Key Stage 4 there is a greater emphasis on independence and work related learning and in 16+ the focus is on independent living and preparing for adult life.

Regular assessments will inform the curriculum delivery. Currently the school uses PIVATS, B squared and INGOTS. You will be informed of the progress made at the annual review. You are welcome to ring or meet with the class teacher to discuss progress at any time. IEPs will identify ideas for "homework".

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

Palmerston has a school nurse and medication can be administered in line with our school policy.

Physiotherapists and Speech and Language therapists visit the school and are involved in writing and monitoring programmes for our pupils. Support staff provide personal care and promote independence from our pupils.

The school adopts a functional approach to behavioural support and seeks to improve behaviour within a context in which we recognise behaviour carries meaning. Pupils are encouraged and supported to express their views throughout the school day and particularly through the school council and in their annual reviews.

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

The school has a school nurse and physiotherapist and speech and language therapists visit the school regularly. The school has a number of staff who have had additional communication training who also are members of the Liverpool CAAT team. They have specific expertise in assistive and augmentative communication.

Members of school staff have additional qualifications in autistic spectrum disorder.

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

All staff (relevant to their role) are given induction training and have a set package of training that is regularly updated which includes: first aid, food hygiene, behaviour support, communication, fire safety, safeguarding and manual handling. Staff have the opportunity to identify their own training needs and are then supported to find appropriate ways of meeting those needs. This includes the chance to undertake training with all SLD schools across Merseyside on a common INSET day.

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

The school owns a number of adapted vehicles and all pupils have the opportunity to participate in educational visits related to their learning. The value of these is recognised and pupils regularly use the local area and facilities to enrich their learning. There are also regular learning opportunities provided at swimming pools and horse riding and at Key Stage 4 and above pupils are given the opportunity to engage in vocational education which is usually off site. Community facilities are used to promote independence and preparation for adult life and where appropriate, transport training is included for our older pupils.

The school owns a caravan in North Wales and pupils are invited to participate in an annual overnight stay if they wish.

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

The school is all on one level and has made provision for all the recommendations in the access survey. There are a number of sensory rooms and a small spa pool. The school is also well equipped with additional switch accessible equipment, ipods and ipads and other ICT resources to support the pupils in accessing suitable learning experiences, control or communication strategies.

The home to school diary is in symbol form and translation services can be booked for meetings on request.

**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?**

The school works closely with “feeder” schools and parents to ensure that the transition into school goes as smoothly as possible. Visits are arranged to Palmerston and, if possible, Palmerston staff will visit the pupils before they transfer. We are happy to meet individual requirements such as providing photos, symbols or additional visits as far as possible.

In Year 12 we offer guidance to families about where pupils may move onto. We involve other agencies in this process as appropriate and can offer help to parents to arrange visits to new providers. This process continues through Years 13 and 14 with the intention that transition to adult services is as smooth as possible. If possible we will arrange for pupils to visit their new provider during Year 14.

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

The school provides specialist education for all its pupils. If additional support is required the school may be able to allocate additional funds from within its own budget. This will usually be managed through the annual review process, Team around the School meetings or following recommendations from other professionals. The school may also need to apply for additional funding from outside the school e.g. from the local authority or health. As far as is practicable we endeavour to meet the needs of all our pupils in a fair and equitable manner according to their needs.

**11. How is the decision made about what type and how much support my child receives?**

The Statement of Special Educational Needs or Education Health & Care Plan may specify support that the school or other agencies must provide. The annual review of these may also identify additional support that is over and above that normally provided by the school and parents are fully involved in these meetings. The effectiveness of such support will be considered at subsequent review meetings.

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

Parents are encouraged to be actively involved in their child’s education and to contact the school either via the home to school diary or by phone. The IEPs detail ideas for parents to use at home as “homework” and staff are happy to discuss any issues or comments related to these.

The school also runs social events and training for parents during the year.

Our fundraising groups (Friends of Palmerston) are always looking for new members and you are most welcome to become involved. Alternatively, from time to time there may be the opportunity to become a school governor and this is a very valuable role for which training and support is available.

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

As a parent please use your child’s classteacher as your first point of contact.

You may also contact the Headteacher (Lis Burbage) or a member of senior staff to discuss any issues or concerns. Our website may be helpful in identifying who may be best placed to help you or to provide more information.

[www.palmerstonschool.co.uk](http://www.palmerstonschool.co.uk)

Palmerston School  
Beaconsfield Road  
Woolton  
Liverpool  
L256EE

Office Tel: 0151 428 2128

Fax: 0151 421 0985

School Nurse: 0151 428 1997

Email: [palmerston-ao@palmerston.liverpool.sch.uk](mailto:palmerston-ao@palmerston.liverpool.sch.uk)