



SEFTON COUNCIL LOCAL OFFER

Sefton SEN and Inclusion Services



At Farnborough Road Infant School we aim to offer excellence and opportunity to all of our children, whatever their abilities or needs. The school aims to address the needs of any child who may have Special Educational Needs or Disability (SEND) at any stage during their time at the school. The education of our pupils with SEND takes a whole-school approach based on respect for the individual, with all staff aiming to provide care as well as challenge. We offer children with SEND full access to a broad and balanced education and to achieve this we sometimes make use of specialist services provided by Sefton Council.

Sefton Council has a range of support services to help children or young people with special educational needs or disability. More information about these services can be found at the council's [Local Offer](#). **There's a lot to read on the council's website, so this document aims to provide an easy-to-read overview.** Farnborough Road Infant School works closely with council services to ensure all our pupils participate fully in the life of our school, enjoy their time with us and reach their full potential.

If you need further information or advice please contact Mrs. Touhey at school:
01704 577637
k.touhey.fris@schools.sefton.gov.uk

[Insert Link to Sefton Local Offer:](#)

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

HEARING NEEDS TEAM

The Hearing Needs Team supports the development and education of children diagnosed with a hearing impairment. The work of the Hearing Needs Team includes:

- Carrying out audits and giving advice on the acoustic environment
- Assessing and monitoring children's' language development.
- Direct teaching to develop listening and language skills.
- Delivering training.
- Supporting parents and carers of newly-diagnosed children
- Liaising with audiology departments.
- Monitoring and overseeing use of hearing aids.
- Providing and maintaining radio hearing aid systems.
- Liaising with the Auditory Implant Centre.
- Working in partnership with therapy services.

VISUAL NEEDS TEAM

The Visual Needs Team facilitates the inclusion and academic progress of children and young people with visual needs through direct teaching and support to schools, settings and parents. The work of the Visual Needs Team includes:

- Delivering training and carrying out environmental audits.
- Carrying out functional visual assessments.
- Providing advice and recommending resources.

- Direct teaching of braille and tactile skills
- Monitoring of children and young people over time to ensure best use of functional vision.
- Working with young babies and their families to stimulate vision.
- Liaising with ophthalmology departments at Alder Hey and Southport hospitals.
- Providing mobility and orientation training
- Supporting the development of habilitation skills to develop daily-living and independence skills

COMPLEX NEEDS TEAM

The Complex Needs Team supports and advises staff in Sefton schools and settings to facilitate the inclusion and academic progress of children and young people with physical, medical and complex needs. Key support provided by the team includes:

- Building capacity in schools and settings to include children and young people with physical, medical and complex needs through the delivery of training appropriate to needs.
- Assisting schools to ensure optimum progress and best pupil outcomes by facilitating a personalised curriculum for pupils performing well outside national expectations.
- Assisting schools in ensuring that pupil progress data is accurate and robust and informs next steps in learning for the child or young person.
- Carrying out access assessments in conjunction with therapy services, to consider the physical access needs of a physically disabled pupil in terms of the school site and the curriculum.
- Working alongside health care professionals to ensure that the educational implications of pupils' medical needs are understood by school staff to make reasonable adjustments to their practise and effectively include the child or young person.
- Co-ordinating transition meetings when a pupil is moving between schools or key stages.
- Multi-agency working with health and social care professionals.
- Close liaison with parents and carers.

The team receive referrals from schools, settings, health visitors and therapy services.

EDUCATIONAL PSYCHOLOGY

The Educational Psychology service applies psychology in order to promote the development, progress, inclusion and well-being of children and young people. If parents or carers have concerns about their child they should raise them with the school - usually the class teacher or the school's special educational needs co-ordinator (SENCO). Depending on the nature of the concern it might be appropriate to discuss it with a health professional, for example, a health visitor or GP.

INCLUSION SUPPORT

The Inclusion Service supports schools in the identification of teaching approaches that enable pupils with additional needs to make progress and take an active part in their settings. Specialist teachers also provide support to SENCOs in the delivery of SEN throughout the school. The service is staffed by teachers who have experience of working with young people with special needs and an understanding of national and local expectations for schools in their delivery of inclusive practice. Parents with concerns should discuss these with the school SENCO who will decide whether specialist support from an agency is needed.

EARLY YEARS TEAM

The Sefton SEN and Inclusion Service Early Years team works to develop staff awareness of SEN or disabilities. This can be through casework involving individual children and also through training. Core training is offered around specific types of SEN, for example Autism Spectrum Disorder, as well as around different areas of learning and development, for example, social, emotional and behavioural development.

Support is provided for children aged 0-5 years with SEN or disabilities who are transitioning into early years settings. The team link closely with parents/carers, attend transition planning meetings and provide information and advice to receiving settings. Liaison also takes place with other agencies in order to help coordinate services.

COMPLEMENTARY EDUCATION SERVICE (SEFTON COUNCIL)

The Complementary Education Service provides advice and guidance to schools to ensure they meet the needs of and fulfil their statutory obligations towards vulnerable pupils. It's key duties are:

- Supporting schools in ensuring that they are meeting their responsibilities to provide a minimum statutory entitlement for pupils who cannot attend due to illness or during a maternity leave.
- Enhancing the learning opportunities and achievement of pupils by the creative use of ICT and Distance Learning strategies.
- Liaising with outside agencies, schools and families, to develop strategies to raise levels of achievement for vulnerable groups to enable them to access education, and achieve their full potential.
- Supporting attendance, integration or re-integration of vulnerable children into school, further education, work, or training.
- Providing support and advice to schools in raising the achievement of Minority Ethnic, Traveller, Asylum Seeker and EAL pupils.
- Supporting schools in developing and implementing equality and diversity policies and materials that are in line with current duties and responsibilities.
- Providing an Authority-wide advice service, and INSET for schools in areas such as Traveller support, Distance Learning and EAL provision.

PORTAGE

Portage is a service for young children with SEN or disabilities aged 0-3 years. Portage advisors model effective interventions to those who know the child best, working directly with young children, usually in the child's home and, where appropriate, their early years setting.

Portage offers:

- An initial developmental assessment to decide whether Portage is the most appropriate service for a child.
- Ongoing assessment and regular reviews of a child's progress.
- Structured play activities with a chart for families to record their child's achievements.
- Advice on further play activities for families to try at home.
- Signposting and information about other services that may be able to offer help or advice to a family.
- Liaison with other professionals in order to ensure a joined up approach to meeting a child's needs.
- Support in looking at nursery settings and the 'next steps' after Portage.

If there are concerns about a child's development, a request for Portage involvement can be made by either the child's family or by a professional involved with the child's family.