


## Local Offer Template

### Warrington Education providers (0-25)

#### Full Name of Education setting

*St Joseph's Catholic Primary School*

<b>Physical address</b>	<i>Walton Avenue Penketh</i>
<b>Town</b>	<i>Warrington</i>
<b>District or Borough</b>	<i>Cheshire.</i>
<b>Postcode</b>	<i>WA5 2AU</i>

<b>Contact Person</b>	<i>Mr. Alan J Saunders - Head Teacher Mrs Carol Dalziel-Ford - Inclusion Manager</i>
<b>Telephone Number</b>	<i>01925 623340</i>
<b>Email address</b>	<a href="mailto:stjosephs_primary@warrington.gov.uk">stjosephs_primary@warrington.gov.uk</a>
<b>Website address</b>	<a href="http://www.stjprimary.co.uk">www.stjprimary.co.uk</a>
<b>Facebook address</b>	
<b>Twitter address</b>	<a href="http://www.twitter.com/stjoes21">www.twitter.com/stjoes21</a>
<b>Logo or picture</b>	

#### Brief overview of your service (30 words)

*All Warrington schools are supported to be as inclusive as possible and have a similar approach to meeting the needs of pupils with Special Educational Needs. They are supported by the Local Authority to ensure that all pupils make the best possible progress.*

**The following details will help users of the website to find your information quickly and easily.**

**Type of education setting**

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 <sup>th</sup> form	
Infant school		Post 16 provision (Colleges)	
Primary school	X		
Junior school		Higher Education (Universities)	

**Which of the following best describes your education setting? (tick all that apply)**

Mainstream	X	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	
Community school	X	Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school	X	Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery ( 38/50 weeks)		Preschool playgroup	

**What communication methods do you offer? (Tick all that apply)**

Signs and symbols		PECS (Picture exchange communication system )	
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton			

**What facilities does your education setting have? (tick all that apply)**

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	X	Accessible changing area	
Accessible toilets	X	Low stimulus environment	
Secure environment	X	Soft play facility	

Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	
Accessible parking	<b>X</b>		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)		<i>There is a lift for the stage, un-commissioned at present but easily re-commissioned.</i>	

**If you are a special school, do you specialise in any of the following?**

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
Challenging Behaviour		Visual impairment	
SpLD (Specific Learning Difficulties)		Hearing impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

**Are any of the following made available on site at your education setting?** (*Needs led refers to resources that are allocated according to assessed need*)

Needs led school nurse		Needs led SALT (speech and language therapy)	<b>X</b>
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care			

**Key search words.**

The website will use keywords to search for information. Please provide a list of the key words that users of the website may use to find your setting? e.g. special needs, impairment, inclusion. (maximum of 30)

Key words	<i>Inclusion, SEN provision, Faith School</i>
-----------	---

**Sections and subsections**

The website will have a number of sections to assist navigation. Please advise which of the following **sections** you would expect users to look for your information? (Please do not tick them all only the ones that are relevant to this service)

<b>Respite &amp; Support</b>	Respite & Short Breaks	Funding and Direct Payments	
Common Assessment Framework (CAF)	Emotional Wellbeing	Advocacy	
Support groups and Voluntary Organisations	Disabled Children fostering and adoption	Support and family members	

<b>Health</b>	Children's Nurses	Specialist Clinics	
Sensory	Pre-birth & birth	Dental Care	
Complex health needs	Doctors and Hospitals	Emotional Health & Wellbeing	

<b>Equipment and Therapies</b>	Wheelchair Services	Speech & Language	
Continence Services	Occupational Therapy	Physiotherapy	
Other Equipment	Other therapies	Grants	
<b>Education and Childcare</b>	In school therapies	SEND support	X
Childcare & Early yrs.	Learning from home	Schools	X
Colleges & Post 16	Transport	Transition	
Higher Education	Other (please specify)		

<b>Leisure &amp; Play</b>	Clubs & activities	Things to do	
Holidays	Sport & fitness	Friendships & relationships	
Gateway			

<b>Preparation for Adulthood</b>	Getting involved	Independent living	
Parents, siblings and Family carers	University and work	Staying healthy	
Money	Getting around	Being an adult	

## Parents and Carers would like you to answer the following questions

*(Please be careful with your use of acronyms and/ or specialist terminology ensuring that your answers can be clearly understood by parent and carers):*

### 1. How does your education setting know if children/young people need extra help?

- *The class Teacher will initially identify a need through assessment showing specific gaps in your child's understanding/learning. They may put extra support in place, often called intervention groups. These are run outside the classroom by a teacher or teaching assistant trained to use a recommended programme. At present these children will usually have a Running Record and are classed as being in receipt of SEND support.*
- *For a child needing less than 20 hours of support a week but having a specific barrier to learning that can't be met in an intervention group, they may be referred to an outside agency by the Inclusion Manager for extra specialist support, who may make recommendations of how best to support them. This will be discussed with you beforehand. These children are classed as being at School Action Plus.*
- *For a child needing more support each week or have severe, complex or lifelong needs, the school or you may request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out an amount of support that will be provided for your child. After information has been gathered, the Local Authority will decide if your child will require an Education, Health Care Plan. This will mean your child will receive support from the Local Authority. An extra adult may be used to support your child with whole class learning, run individual programmes including your child or support them 1:1.*

### 2. What do I do if I think my child has special educational needs?

- *If you have concerns about your child's progress you should speak to your child's class teacher initially.*
- *If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager.*
- *If you are still not happy you can speak to the Head Teacher.*

### 3. How will the education setting staff support my child / young person?

#### *The Inclusion Manager. Mrs Carol Dalziel Ford*

##### *Responsible for:*

- *Coordinating all support for children with special educational needs or disabilities (SEND) and assisting with developing the school's SEND policy to make sure all children get consistent, high quality response to meeting their needs in school.*
- *Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing and is part of planning ahead for them.*
- *Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech & Language Therapist, Educational Psychologist.*
- *Updating the schools SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.*
- *Supporting class teachers and teaching assistants in the school, so they can help your child and other pupils with SEND in the school achieve the best possible progress.*

*Contacted by appointment through the school office or by direct daily contact.*

#### *Class Teacher.*

##### *He/She is responsible for:*

- *Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).*
- *Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Inclusion Manager as necessary.*
- *Writing Running Records and sharing and reviewing these with parents at least once each term and planning for the next term.*
- *Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.*

*•Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.*

*•Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.*

*Contacted by appointment through the school office or by direct daily contact.*

**Inclusion Team (Inclusion Manager, Headteacher, Deputy Head, key staff)**

*They are responsible for:*

- Analysing all data termly to identify any child with additional needs.*
- Discussing with relevant trained staff best intervention strategies and set a programme of interventions to take part over a term. To allow children reach their full potential.*
- Providing ongoing informal assessments of progress and deciding on next course of action.*

.

**Head teacher. Mr Alan Saunders**

*He is responsible for:*

- The day to day management of all aspects of the school, this includes the support for children with SEND.*
- He will give responsibility to the Inclusion Manager and class/subject teachers but is still responsible for ensuring that your child's needs are met.*
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.*

*Contacted by appointment through the school office.*

**SEND Governor. Mrs P Craig**

*She is responsible for:*

- Making sure that the school has an up to date SEND Policy.*
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.*
- Making sure that the necessary support is made for any child who attends the school who has SEND.*
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.*

*Contacted by appointment through the school office*

**4. How will the curriculum at your education setting be matched to my child / young person's needs?**

- *Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.*
- *Specially trained teaching assistants can adapt the teachers planning to support the needs of your child where necessary.*
- *Specific resources and strategies will be used to support your child individually and in groups.*
- *Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.*
- *When a child's work is differentiated or they receive extra support they will usually have a Running Record detailing achievable targets and amount of intervention.*  
*As the name suggests, Running Records are reviewed regularly and new targets set, as and when they are needed/required by the child.*

**5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?**

- *Your child's progress is continually monitored by his/her class teacher.*
- *His/her progress is reviewed formally every term and a judgement against Age Related Expectation (ARE) is in reading, writing, grammar, spelling, mathematics and science.*
- *If your child is in the Summer term of Year 1 or above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called "P Levels".*
- *At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.*
- *Children at SEND support will have a Running Record, which will be regularly by the class teacher.*
- *The progress of children with an EHC Plan is formally reviewed at an Annual Review/Person Centred Review with all the adults involved with the child's education.*
- *The Inclusion Manager and class teacher will also check that your child is making good progress within any individual work and in any group that they take part in.*
- *The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.*
- *The Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.*
- *All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. We will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.*
- *Homework will be adjusted as needed to your child's individual needs.*
- *A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.*
- *School hold reading, writing and numeracy sessions each school year for parents who wish to attend.*

**In addition:**

- *If your child is undergoing statutory assessment you can also be supported by Parent Partnerships at Warrington Borough Council. They will ensure that you fully understand the process.*

**6. What support will there be for my child's/young person's overall emotional health and wellbeing?**



- *Medicines are administered by first aiders after a pupil care plan has been completed and a parental signature is received.*
- *School have an Educational Welfare Officer to help increase attendance.*
- *As stated above the class teacher is a key worker for the children in their class and as such is available for children with emotional and wellbeing needs.*

**7. What specialist services and expertise are available at or accessed by the education setting?**

*All those available via the local authority.*

*Some agencies are sought if the LA's capacity is limited.*

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

- *The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia and Speech and Language difficulties.*
- *Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.*
- *Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. talk for writing, POPAT.*
- *Some staff are first aid trained.*

**9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?**

- *Extra-curricular activities are accessible for children with SEND.*
- *Parents are often invited on school trips for children with SEND if this is thought more appropriate for the child.*
- *All trips have a risk assessment completed to ensure safety for all students and accessibility/suitability for those with SEND.*
- *Every effort is made to ensure all trips/ clubs are inclusive in nature*

**10. How accessible is the education setting environment?**

- *The school is accessible to children with physical disability via ramps.*
- *The school has disabled toilet access plus and accessible shower room.*

**11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?**

*We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.*

**If your child is moving to another school:**

- ***We will contact the new school's Inclusion Manager and ensure he/she knows about any special arrangements or support that need to be made for your child, including school visits.***
- ***We will make sure that all records about your child are passed on as soon as possible.***
- ***Staff from the new school will be invited to the final review of your child's statement.***

**When moving classes in school:**

- ***Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. There is a hand over day for class teachers and TAs to pass information about the children onto their next teacher. All Running Records will be shared with the new teacher.***
- ***If your child would be helped by a book to support them understand moving on then it will be made available for them.***
- ***The children will visit their new classes and be introduced to their new environment well in advance.***

**In Year 6:**

- ***The Class Teacher Primary Transition Day to discuss the specific needs of your child with the INCO of their secondary school.***
- ***Year 6 class teacher and Teaching Assistant attend a retreat day with the children and discuss all children's needs with staff.***
- ***Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.***
- ***Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.***

**12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?**

- ***The school budget, received from the Local Authority, includes money for supporting children with SEND.***
- ***The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs of the children currently in the school.***
- ***The Head Teacher, Inclusion Manager discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.***
- ***It is then decided what resources/training and support is needed.***
- ***All resources/training and support are reviewed regularly and changes made as needed.***

**Directly funded by school:**

- ***Inclusion Manager***
- ***Teaching Assistants***
- ***1:1 Teaching Assistants for children with SEND***
- ***Educational Welfare Officer (ad hoc)***
- ***Behaviour Support (from outside agency)***

- *Additional Inclusion Teacher for Learning input to provide a higher level of service to the school (from outside agency when required and available)*

**Paid for centrally by Local Authority but delivered in school:**

- *Educational Psychology Service*
- *Inclusion Teacher for Learning*
- *Sensory Service for children with visual or hearing needs*
- *Speech and Language Therapy (provided by Health but paid for by LA)*
- *Parent Partnership (to support families through the SEND process and procedure)*

**Provided and paid for by the Health Service**

- *School Health Advisor*

**13. How is the decision made about what type and how much support my child/young person will receive?**

- *The class teacher will put in place different ways of teaching so that your child is fully involved in learning in class. He/She will carefully check on your child's progress. Any concerns are reported to parents and the Inclusion Manager.*
- *The Inclusion Manager analyses all data termly to identify and child with additional needs. They discuss the best intervention strategies and set a programme of interventions to take part over a term. They provide ongoing informal assessments and decide on next course of action.*
- *The team supports all children with SEND and liaises with all other agencies supporting your child. She will also discuss any concerns you may have and make any appropriate referrals.*
- *The Head Teacher gives responsibility to the Inclusion Manager, the Pastoral and Learning Mentor and Inclusion Team but is still responsible for ensuring that your child's needs are met.*

**14. How are parents involved in the setting / school / college? How can I be involved?**

- *The child's class teacher is available to discuss your concerns about your child.*
- *The team is available to talk about any concerns you may have about your child.*
- *Parents evenings are held twice a year and parents are invited to make an appointment with the class teacher after your child's school report has been sent.*
- *Individual Education Plans are reviewed with children and parents regularly.*
- *Children with a Statement of Special Educational Need or Education Health Care Plan will also have an annual review. This involves parents all people who work with your child.*

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

- *The Class Teacher, as keyworker, would be your first point of contact if you want to discuss anything about your child or you have any worries. He/She can be contacted by appointment through the school office or by direct daily contact.*

- *The Inclusion Manager is responsible for coordinating all support for children with SEND. She can be contacted by appointment through the school office or by direct daily contact.*
- *If you are considering whether your child should join the school an appointment can be made with the Business Manager, Mrs. Linda Denton at the school office.*
- *Parent Partnership also offers help and advice to parents. They can be contacted on 01925 442978.*
- *The Local Authorities offer can be found on Warrington Borough Council website.*

**Children and Young people would like you to answer the following questions** *(please answer these questions in a manner that you feel is appropriate for children and young people):*

**1. How does the education setting know if I need extra help?**

- *Your class teacher will identify it through assessments. They may give you extra help in class or you may work in a small group outside the classroom.*

**2. What should I do if I think I need extra help?**

- *If you think you need extra help you should speak to the class teacher or Mrs Ford*

**3. How will my course work be organised to meet my individual needs?**

- *Some children with SEND have different work to help them access the curriculum.*

**4. How will I be involved in planning for my needs and who will explain it and help me?**

- *The Inclusion Manager will meet with the class teacher and any other people who work with you to discuss your needs and progress.*
- *You and your parents will also have an input in this and new targets will be set for you.*

**5. Who will tell me what I can do to help myself and be more independent?**

- *The team and any other staff who work with you.*

**6. What should I do if I am worried about something?**

- *Your class teacher or Teaching assistant.*
- *Any member of staff.*

**7. How will I know if I am doing as well as I should?**

- *You will have an Individual Learning Plan which will be reviewed each term with you, your class teacher and your parents.*
- *Your progress can be discussed at any time with your class teacher.*
- *The intervention team will monitor your progress carefully and arrange any intervention groups if you have gaps in your learning.*
- *If you have an Education, Health Care Plan this will be reviewed each year with you, your parents and any other person who works with you.*

**8. How can I get help if I am worried about things other than my course?**

- *Speak with your class teacher as they are there to help you.*
- *Medicines are administered by first aiders after a pupil care plan has been completed and parental signature received.*
- *School has an Educational Welfare Officer to help increase attendance.*

**9. Are there staff in school who have had special training to help young people who need extra help?**

*Mrs Ford will begin the National Qualification for SEND Co-ordination (with Masters level credits) in the summer term.*

**10. Can staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)**

*This would normally be organised by the Inclusion Manager or the Headteacher in response to the needs the children in our care.*

**11 If I have difficulty in taking part in school activities what different arrangements can be made?**

- *We ensure that equipment used is accessible to all children*
- *Extra curriculum activities are accessible for all children with SEND.*
- *School is accessible to children with physical disability via ramps and handrails.*
- *The school has a toilet accessible for people with disabilities.*

**12. What help is there to help me get ready to start school?**

- *Where possible you will be invited to visit school before you start.*
- *Information will be passed to your class teacher in advance.*
- *A planning meeting will take place with yourself, your parents and anyone working with you.*
- *All action plans and Individual Education Plans will be discussed with your teachers.*
- *School will do everything possible to make the transition as smooth as possible.*

**13. I am coming to college to prepare for employment – how will I be supported?**

*N/A*

