Local Offer Template

Warrington Education providers (0-25)

Full Name of Education setting

St Vincent's Catholic Primary School

Physical address	*Finlay Avenue*
Town	*Penketh*
District or Borough	*Warrington*
Postcode	WA5 2PN

Contact Person	*Anne-Marie Worrall – Head teacher* *Martin Hughes - SENCO*
Telephone Number	*01925 726544*
Email address	*Stvincents_primary@warrington.gov.uk*
Website address	*www.stvincentsprimary.co.uk*

Short Headline	*St Vincent's Catholic Primary School local offer*

Brief overview of your service (30 words)

St Vincent's Catholic Primary School is a 1 ½ form entry primary school, catering for pupils aged 4-11 with a broad range of needs. We are at the heart of our local community and are one of two schools that serve the Parish of St. Joseph's.

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 6th form	
Infant school		Post 16 provision (Colleges)	
Primary school	√	Special school 2-19 years	
Junior school		Higher Education (Universities)	

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

Mainstream	√	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	
Community school		Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school	√	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	√	Accessible changing area	√
Accessible toilets	√	Low stimulus environment	
Secure environment	√	Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	√
Accessible parking	√		
Any further comments regarding these statements (e.g. – "Not all toilets are accessible")		**Accessible changing area has a walk-in shower**	

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	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual 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)	
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	*Catholic, Primary, 4-11, special needs, wheelchair access, accessible shower, speech and language, inclusion, Faith school*

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)*

Respite & Support		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	

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

Equipment and Therapies		Wheelchair Services		Speech & Language	
Continence Services		Occupational Therapy		Physiotherapy	
Other Equipment		Other therapies		Grants	

Education & Childcare		In school therapies		SEN Support	√
Childcare & Early yrs.		Learning from home		Schools	√
Colleges & Post 16		Transport		Transition	√
Higher Education		Other (please specify)			

Leisure & Play		Clubs & activities		Things to do	
Holidays		Sport & fitness		Friendships & relationships	
Gateway					

Preparation for Adulthood		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

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

How do you identify children or young people with special educational needs? How will I be able to raise any concerns I may have? If the setting is specialist which types of special educational need do you cater for? How do you identify any social /communication issues?
In this section please include details of how specific staff identify needs and how they work with families and organisations to meet those needs.

The class teacher usually raises the initial concern with the SENCo.This may be based on a range of criteria such as lack of adequate progress over a time period, or poor performance in class. A meeting is arranged with the parents and an Individual Education Plan (IEP) is negotiated. If progress is not made against the IEP targets, advice is often sought from other outside agencies and the child withdrawn for individual or small group work if appropriate. Parents are fully informed throughout.

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

How will I be able to raise any concerns I may have? If the setting is specialist which types of special educational need do you cater for?

Parents know their child better than anyone and any concerns they have will be taken seriously by the school. It is preferable to make an appointment to see the child's class teacher initially and discuss the issue with them. The class teacher will then pass on the information to the SENCo who will support and advise the child's teacher about teaching strategies and any further action.

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

Who will oversee and plan the education programme and who will be working with my child and how often? What will be their roles? Who will explain this to me? How are the governors or trustees involved and what are their responsibilities? How does the setting know how effective its arrangements/provision for children and young people with special educational needs are?
Expectation is to describe the responsibilities of the SENCO, College Learning Support Manager or Key Person and the processes they undertake to support a child or young person. Support roles and titles often vary between settings so please explain how it works in your setting.

The class teacher is always the first point of contact to discuss your child's needs. The SENCo can also be consulted to provide extra advice and support where necessary, or to be involved in any target reviews. If a child needs an IEP this will be drawn up in consultation with parents, and SENCo if necessary, and clear review arrangements are explained at the time. Allocation of support is done on a priority of needs basis and overseen by the Head teacher and SENCo.

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

What are the setting's approaches to differentiation? How will that help my child?
Expectation is to include Individual Education Plan, Development Progress System, Learning Journal and Observation, Assessment and Planning processes. If you plan and deliver an individualised curriculum please explain how you do this.

The curriculum is planned over a two year cycle, apart from Maths which is progressive. The teachers plan and deliver work which is appropriate for the pupils in their class. This is often done through differentiation, delivering a personalised curriculum where necessary. Pupils are consulted using pupil voice to discuss what their interests are and the way that they learn best. For children who have an Individual Education Plan targets are set to enable them to make progress and they are aware of what they are and what they need to do to achieve them.

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?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does the setting know how well my child is doing? How will I know what progress my child or young person should be making? What opportunities will there be for regular contact about things that have happened at the setting e.g. a home/school book or email or text? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting? How and when will I be involved in planning my child's education? Do you offer any parent training or learning events?
Expectation is to include details of how regular and productive contact is maintained with family carer's and young people.

Parents are kept informed regularly about their child's progress. There are two Parent/Teacher Consultation evenings each year, one of which will include discussion about IEP targets. IEPs are reviewed with class teachers at least once per term. Children with Statements, Education, Health and Care plans or those with identified long term medical issues will have an Annual Review meeting to discuss progress over a longer period of time.
Induction meetings are held at the beginning of each academic year where age related expectations are shared with parents and ways of how to support them with their learning. Non negotiables for expectations of learning are shared with parents at the Parent Teacher meetings and clear guidelines set for each child.
Each phase team has a weekly blog which is updated to share info about what children are covering in the next school week.
Curriculum workshops are offered to share information and support parents about particular subjects and how to help their child at home.
We have a drop in sessions every Wednesday after school where parents can discuss any immediate issues or concerns they may have with their child's teacher without needing an appointment. If a longer time is needed teachers will be available if you make an appointment. This is also the case if you need to meet with the Head teacher, SENCo and class teacher together.

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

What is the pastoral, medical and social support available in the education setting for children with SEND? How does the education setting manage the administration of medicines and providing personal care? What

support is there for behaviour, avoiding exclusions and increasing attendance? How will my child / young person being able to contribute his or her views? How will the education setting support my child / young person to do this?

Schools follows the SEAL curriculum and where necessary we will allocate learning mentors in negotiation with the SENCo where we feel it will have impact on your child's needs. Other small group support may be offered, again in negotiation with the SENCo.
School liaise with health care professionals and request advice where appropriate. A referral may be made to a Complex Case Panel, which involves multi agency representation, for any pupil has a need that requires further investigation.
We have a quota of fully qualified first aiders and paediatric trained staff who will administer prescribed medication with written consent.
Where necessary, we arrange staff training for all staff including governors for exceptional issues, usually from outside agencies involved with the child.. The SENCo also provides in house training for more common issues.
We have an enthusiastic School council and a Pupil Voice Quality Improvement Team. These have representatives from each class to discuss points of view arising from consultation, and a responsibility to feed back to the rest of their class. The Head teacher and SENCo will meet with them on a regular basis for feedback

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

Are there specialist staff working at the education setting and what are their qualifications? What other services does the education setting access including health, therapy and social care services?

We have a Teaching Assistant who has completed training in Language Links which enables her to screen, assess and offer small group support for those children who have basic language difficulties.

We have a Teaching Assistant who has been trained to care for a child who may have a tracheostomy in place.

We also have links to a range of outside agencies including:-

Child Development Centre
Child and Adolescent Mental Health Service (CAMHS)
Common Assessment Framework Team (CAF)
Inclusion Team Teacher for Learning (ITTL)
Educational Psychologist (EP)
Speech and Language Therapy (SaLT)
Family Support Workers
Consultant Paediatrician
Audiology
Ophthalmology
Occupational Therapy
School Health Advisor
ASD Specialist Nurse
ADHD Specialist Nurse
Diabetes Specialist Nurse
School Attendance Officer

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

This should include recent and future planned training and disability awareness.

Circle of Friends which is a group for children with social and communication difficulties.

Better Talking Partners which is a group for children who may have barriers with speaking.

Staff have had basic training in Dyslexia Friendly approaches to teaching.

Staff and Governors have had training in Thinking Together which is a program used to develop speaking and listening skills in primary aged children.

The SENCo will do in house training whenever issues arise.

Staff have received updated training on Behaviour Management strategies.

Staff have also undergone training on how to support children with ASD from the ASD Support Nurse.

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

Will he or she be able to access all of the activities of the education setting and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?

Children with SEN are fully included in all activities, including After School clubs, educational trips and residentials. Parents are always consulted about how we can support their child to access, be included and enjoy the activity and if necessary in completing a risk assessment. If needed, extra staff will accompany the child on the activity support them as they attend.

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

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the education setting communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured? Are the staff trained to use the equipment provided and how often is this refreshed?

The school is fully wheel chair accessible. We also have two disabled toilets, one of which also has a walk in shower. Where children have vision difficulties we seek advice or equipment from the Visual Impairment specialist support team. The same is the case for those pupils with hearing difficulties where we seek advice from the Hearing Impaired service. We seek support from target language speakers from the family of Warrington schools to assist in communicating with parents and carers whose first language is not English. We also offer translation of end of year reports into target language when requested. Where recommendations are made through outside agencies we aim to provide resources through school budget where appropriate.

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?

What preparation will there be for both the education setting and my child/young person before he or she joins the education setting. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new education setting? How will you support a new education setting to prepare for my child/young person?

All children have a transition regardless of whether they have additional needs. Those pupils who are more vulnerable will have additional support through any transition process in school. This may include extra visits prior to beginning each change of setting, taking photographs of the new setting for the child to become familiar beforehand, transition meetings with staff from each setting so they are fully aware of the child's needs. We will always communicate with parents where a transition is between key stages or different schools. All staff hold transition meetings with the current and next teacher to facilitate an effective and smooth transition.

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

How is the education settings special educational needs budget allocated?

The school's SEN resource budget is allocated on a priority needs basis in line with best practice. Whilst we do not have a separate SEN budget, the school's overall expenditure funds additional staffing and resources such as laptops and software where needed.

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

Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the education setting judge whether the support has had an impact?

Where a child is in receipt of a Statement or Education, Health and Care Plan, these clearly set out the type and amount of support which should be made available for that child. Decisions about support arrangements will be done in consultation with parents. The Head teacher and Governing body allocate funding on a priority of needs basis. Children's progress is tracked each term and through IEP review meetings to measure the impact of the support which is currently in place. For those pupils with Statements or Education, Health and Care plans, the main way to measure the impact of support is through the Annual Review process.

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

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

The child's class teacher is always the first point of contact with any comments or concerns that parents may have. The SENCo will liaise with the child's class teacher who will then in turn discuss the issues with the Head teacher.

Parents are always welcomed in to school to support with reading, writing, maths and art work.

We have Parent representatives the Governing body and they are the voice for all parents. They bring any concerns or requests to the full Governing body meetings.

When reviewing the school improvement plan, all stakeholders are consulted through a rapid consultation document which covers all areas within the school setting.

15. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer?

The first point of contact is the child's class teacher who knows the child well. They will be able to speak to you about any worries or concerns that you may have, and usually resolve them straight away.

For more complex issues regarding additional needs, an appointment may be made with the SENCo- Mr M Hughes, who can be contacted via the school.

If you wish to make contact with the school regarding whether your child may join the setting, the first point of contact is the Head teacher- Mrs A. M. Worrall, who is also available through the school.

The Inclusion Team at Warrington LA are also available if you wish to request any further information regarding supporting your child in school. This is also the place where you will find the Local Authority Local Offer.

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?

How do you identify young people with special educational needs?

Your teacher will be able to tell your parents if they feel that you may need some extra help in school.

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

How will I be able to raise any concerns I may have?

If you are worried that you are finding the work too difficult in school, or you need extra help then you can speak to your teacher or your parents.

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

What are the setting's approaches to differentiation? How will that help me?

Your teacher knows you very well and is good at setting work that you will be able to do, even if you need some help to do it.

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

How will the young person be able to contribute his or her views? How will the education setting support him or her to do this?

If you have a Statement or Education, Health and Care Plan then you will be asked for your views about how you feel about school when you have an Annual Review.

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

Who will help me and what sorts of things are available?

We have lots of teachers and other staff in school who will always be there to help you if you need it. We can show you how to do something so that you can practice it and get good enough to do it yourself.

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

Who should I talk to? How will you help me?

If you are worried you should talk to your teacher or another adult in school that your feel comfortable with. They will be able to talk to your parents or other children on your behalf if you agree.

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

In addition to the normal reporting arrangements what opportunities will there be for me to discuss my progress with the staff? How does the education setting know how well I am doing? How will I know what progress I should be making? How will you explain to me how my learning is planned? How and when will I be involved in planning my education?

If you have a Statement or Education, Health and Care Plan then you will be asked for your views about how you feel about school when you have an Annual Review. If you have an IEP then you will be able to talk about your old and new targets when that is reviewed.

We will also follow how well you are doing each term as we track your progress throughout the school.

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

What is the pastoral, medical and social support available in the setting/ school / college for young people with SEND? How does the education setting manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance?

You should talk to your parents or your teacher if something is bothering you. They will be able to find the right people who will give you the correct help.

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

This should include recent and future planned training and disability awareness. Are there specialist staff working at the education setting and what are their qualifications?

In school we have lots of staff who are trained to help you. We have someone to help you if you are finding reading and writing difficult, or have Dyslexia.

We have someone to help you if you are finding it difficult to make friends.

Everyone in school is able to help you to work on your behaviour if you are worried about being in trouble.

We have someone to help you if you find it hard to say what you want to say.

10. Can college staff get extra help from experts outside the school if they need to? (e.g. advice and

training on medical conditions)

What other services does the education setting access including health, therapy and social care services?

If we don't know the best way to support you in school then sometimes we need to ask for help from other people. These might be:-

Child Development Centre
Child and Adolescent Mental Health Service (CAMHS)
Common Assessment Framework Team (CAF)
Inclusion Team Teacher for Learning (ITTL)
Educational Psychologist (EP)
Speech and Language Therapy (SaLT)
Family Support Workers
Consultant Paediatrician
Audiology
Ophthalmology
Occupational Therapy
School Health Advisor
ASD Specialist Nurse
ADHD Specialist Nurse
Diabetes Specialist Nurse
School Attendance Officer

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

a. How will I know who can help me?

If you need someone to take care of you then we will arrange for a member of staff to do so.

b. Who can I talk to about getting involved in student activities if I need extra help? *Will I be able to access all of the activities of the education setting and how will you help me to do so?*

All pupils with SEN and or a disability take part in all aspects of school life including out of school activities and clubs. All pupils have participated in a full range of opportunities and events arranged by school, including trips and residentials.

c. If I have a disability or additional need how can I join in college activities? *Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities? Have there been improvements in the auditory and visual environment?*

Our school is fully accessible if you are in a wheelchair. We have 2 disabled toilets and one of them has a walk in shower. If we need to arrange things differently for you if you have visions or hearing difficulties then we will find out what we need to do.

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

What preparation will there be for both the setting and the young person before he or she joins the setting / school / college? What information will be provided to his or her new setting / school / college? How will you support a new education setting to prepare for my child/ young person?

When you are ready to move on, then we arrange a meeting with your teachers here and the teachers in your

new school. We share all the information that we have on you so that your new school will be experts on your needs before you get there. We can arrange for you to have extra visits beforehand so that you feel happy going on your first day and know where everything you need is.

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

How will I be prepared to move onto the next stage of my life including employment and life skills?

We will do our best to make you as independent as we can, but we will leave it up to your high school to prepare you for your first job!