


Local Offer Template

Warrington Education providers (0-25)

Full Name of Education setting

St Vincent's Catholic Primary School

Physical address	<i>Finlay Avenue,</i>
Town	<i>Penketh</i>
District or Borough	<i>Warrington</i>
Postcode	<i>WA5 2PN</i>

Contact Person	<i>Samantha Flynn - SENDCO Dominic Vernon – Head Teacher</i>
Telephone Number	<i>01925 726544</i>
Email address	office@stvincentsprimary.org senco@stvincentsprimary.org
Website address	www.stvincentsprimary.org
Facebook address	https://www.facebook.com/@stvincentspenketh
Twitter address	@stvincentsrcp
Logo or picture	

Short Headline	<i>St Vincent's Catholic Primary School local offer</i>
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Brief overview of your service (30 words)

We are a Catholic primary school who provide every child with quality teaching and learning within a caring environment, ensuring that all children reach their full potential, academically and spiritually, nurturing Christian and moral values.

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 th 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
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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, 3-11, special needs, wheelchair access, accessible shower, speech and language, inclusion, Faith school
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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?

The class teacher raises any initial concern with the SENCo. This may be based on a range of criteria such as lack of progress over a time period, a change in progress or not responding to quality first teaching and intervention. A meeting is arranged with parents and an Individual Support Plan is agreed. If progress is not made against the support plan targets, advice is sought from other outside agencies and the child's support plan is adapted to include any recommendations made. Parents are fully informed throughout.

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

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 concerns 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?

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 a support plan, 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?

The curriculum is planned over a two year cycle. Class teachers plan and deliver work which is appropriate for the pupils in their class. To meet the needs of all children, adaptations are made within the classroom. Personal or small group interventions will be carefully planned where necessary to support children to catch up or keep up with their peers, and this will be personalized further where as required and outlined in a child's Individual Support Plan . 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 Support 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?

Parents are kept informed regularly about their child's progress. Support Plans are reviewed in a meeting with class teachers and parents each term or half term. Children with 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. Expectations of learning are shared with parents at the Parent Teacher meetings and clear guidelines set for each child.

Curriculum workshops are offered to share information and support parents about particular subjects and how to help their child at home.

Parents can, at any time, book an appointment to discuss any immediate issues or concerns they may have with their child's teacher. 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?

School follows My Happy Mind and uses other resources to support SEMH. We have a member of staff training as an Emotional Literacy Support Assistant (ELSA) and have further support from a Mental Health Link Worker. Where required, one to one support may be allocated, in discussion with the SENCo where we feel it will have impact on your child's needs. Other small group support may be offered, again in discussion with the SENCo.

School liaises 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. 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?

We have a Teaching Assistant trained as an Emotional Literacy Support Assistant (ELSA) who can provide SEMH support and intervention.

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

- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help
- Educational Psychologist (EP)
- Speech and Language Therapy (SaLT)
- Family Support Workers
- Consultant Paediatrician
- Audiology
- Ophthalmology
- Occupational Therapy
- Sensory Support Team
- 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?

Staff have had basic training in Dyslexia Friendly approaches to teaching and ASD support in mainstream school. Most Teaching Assistants have also had SALT training.

A member of staff has been trained as an Emotional Literacy Support Assistant (ELSA) and a number of staff have been trained in specific programmes to support children with social and communication difficulties.

Where children have specific needs, staff access training from the appropriate professionals to ensure that they can meet those individual needs eg ASD nurse / Occupational Therapist The SENCo will do in house training whenever issues arise.

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

Children with SEN are fully included in all activities, including After School clubs, educational trips and residential. 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?

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 visual or hearing difficulties, we will seek advice, support or equipment from the Sensory 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?

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?

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 as needed.

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

Where a child has an 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 SEN review meetings to measure the impact of the support which is currently in place. For those pupils with 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?

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. Any decisions made about support for an individual child are always made in consultation with parents to ensure the best outcomes for the child.

Parents are always welcomed in to school to support with reading, writing, maths and art work. Parents are regularly invited into school to join us for assemblies, celebrations and events throughout the year.

We have Parent representatives on 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 and/or informed of priorities and the views of parents are regularly sought.

15. Who can I contact for further information?

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: Mrs S. Flynn, 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- Mr D. Vernon, 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?

Your teacher will be able to tell your parents if they feel that you may need some extra help in school and we will talk to you too about what helps you to learn and what might be more difficult.

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

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?

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?

If you have an 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. Whenever your Support Plan is reviewed, you will also be asked to give your feedback.

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

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?

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

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

If you have an 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 Individual Support Plan 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?

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. School staff are here to support you with whatever you need.

In school we have staff who are trained to support you with your behaviour, relationships and emotions as well as with your learning.

Any medication will be given as required as long as it comes from the Doctor, and this will be done at the office. If you have any medical needs, we will plan this into your timetable and there are spaces in school where this can be done privately.

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

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, or struggle with your emotions or behaviour.

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)

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)
- Early Help
- Educational Psychologist (EP)
- Speech and Language Therapy (SaLT)
- Family Support Workers
- Consultant Paediatrician
- Sensory Support Team
- 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?

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 residential.

c. If I have a disability or additional need how can I join in college activities?

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 vision 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?

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?

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!