

St Oswald's Catholic Primary School

School Offer

More information about Warrington Borough Council's Local Offer and the services available can be found on their website at

www.warringtonboroughcouncil.gov.uk

Physical address	Padgate Lane, Padgate
Town	Warrington
District or Borough	Cheshire
Postcode	WA1 3LB

Contact Person	Miss Helen Lennon (Head Teacher) Mrs Gail Furness (SENDCo)
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Logo or picture	

Short Headline	Local Offer for children with Special Educational Needs
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Brief overview of your service (30 words)

St Oswald's Catholic Primary is a co-educational single form entry Primary school with an on-site Pre-school. There are currently 206 children on roll in school. We are a faith based school which endeavors to place the Gospel Values at the centre of school life and this forms an inclusive approach to the needs of all children in our care.

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	x	Secondary with 6 th form	
Infant school		Post 16 provision (Colleges)	
Primary school	x	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)	X	Academy	
Community school		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	X

What communication methods do you offer? (X that apply)

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

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

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	X	Accessible changing area	X
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	X		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)			

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)	X
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	Special Needs, Inclusion, Provision, Learning, Well-being, Transition, Agencies, Barriers
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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)	X	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	X
Childcare & Early yrs.		Learning from home		Schools	X
Colleges & Post 16		Transport		Transition	X
Higher Education		Other (please specify)			

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

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

2b) Education settings guidance for completing the Local Offer questions

All education settings have a statutory requirement to meet the needs of children and young people with SEND covering 0-25 years. The answers to the questions need to explain clearly to parent carers, young people and other interested parties how this works at your setting. Some education settings have eligibility criteria – it is important to make it clear when, how and by whom these are applied, as it may be that this happens at an earlier stage before you meet the family. This might be relevant for Q 7, 12 and 13. (Please follow the guidance notes for more information about what to include under each of the questions) We would encourage you to answer as many of the questions as possible, however it is recognized that not all the questions are applicable to all settings.

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 you answers can be clearly understood by parent and carers):*

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

Progress of children is continually monitored by staff, Assessment Co-ordinator, Subject Leaders and Headteacher. Pupil progress meetings are held three times a year where planning and provision is discussed with senior leaders and the Headteacher. Where there is continued concern about progress this would be discussed at class level, then with parents and SENDCO where appropriate. Interventions are allocated for a fixed period of time and reviewed. If a child continues not to make progress then further advice and support from relevant agencies is sought.

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

Speak to your child's class teacher who will be able to advise and liaise with the school SENDCO. They will be able to advise and support you. The school has open door policy and we understand that your child's education is a joint partnership between school and Parents. If you remain concerned you should contact the SENDCO and beyond this the Headteacher.

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

- The class teacher in consultation with the SENDCO, Parents and young person will discuss and plan your child's Education Plan. The effectiveness of this will be monitored over time and progress will be reviewed termly at the minimum.
- The class teacher will continue to inform parents about Pupil progress.
- The SENDCO will refer pupils to outside agencies as appropriate.
- The Headteacher will monitor the progress of SEN pupils during progress meetings with staff.

- The Governors will continue to monitor the progress of SEND pupils and the provisions being made via the Designated Governor for SEND.

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

- Pupil progress, tracking and assessment information will be submitted by staff in advance of meetings with the Senior leadership team. Staff will identify areas of need and will plan to address these needs and the resources required to best fit those needs.
- Differentiated teaching plans are developed (Pupil Passports), written in consultation with Parents and pupils. These detail specific targets, resources and support on an individual basis.

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?

- Class teachers will share, discuss and review progress and targets with Parents/carers and the young person at regular intervals. Parents may be invited to attend training events to further support further learning for example Speech and language training to support delivery of a programme.
- Parents are advised at termly meetings how their child is progressing, what the school is doing and how Parents can help at home.

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

We support all children's overall emotional health and well being . For more details please refer to the school policies on Health and Safety and Behaviour and PSHE policies. For some children the use of social stories and Social and Emotional aspects of Learning (SEAL) are used as well as circle time activities.

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

The school will access various outside services including;

- Inclusion team for learning (pyramid education service)
- Educational Psychologist
- St Joseph Centre
- Speech and Language Therapy
- Occupational Therapy
- Child Development Centre
- LA safeguarding advice team
- Social Services
- Hearing and Visually impaired (Local Authority)
- School Health Advisor (Local Health Centre)
- Specific Learning Difficulties Clinic (Warrington Hospital)

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

School SENDCO attends regular training through cluster school provision to maintain up to date knowledge of SEN practice. This training is disseminated to other staff members where appropriate.

Teaching assistants attend training on specific needs.

- Some Teaching Assistants have accessed Speech and Language training (specific to pupil) **Training for this is accessed on a needs basis**
- Some Teaching Assistants have accessed training for delivering social skills programmes **Training for this is accessed on a needs basis**
- Some teaching Assistant have accessed training for supporting pupils who are visually/hearing impaired.

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

School endeavours to include all pupils in all activities and will work closely with parents /carers to ensure barriers to participation are eradicated. Risk assessment will be shared with pupils and families to ensure correct provision is in place.

10. How accessible is the education setting environment?

The school building is wheel chair accessible and there is one disabled toilet and two disabled parking bays. Local cluster schools share expertise, resources and good practice and training is reviewed annually based on the current needs of pupils.

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?

School works closely with local High schools and other educational settings to ensure smooth transition for all pupils. Careful programmes of transition are created to meet the individual needs of pupils and Parents are encouraged to accompany pupils where appropriate. School ensures formal meetings and informal meetings are held to share knowledge, data, progress and other relevant information/ documentation with the receiving school so that a complete picture of the young person is shared.

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

- The SEN budget is allocated every financial year. The money is used to provide resources or additional support dependent upon need.
- Resources may include deployment of staff depending upon need.

- Some children with an EHC plan will have an agreed personal budget to support them. Parents, school and health will work closely to ensure budgets are used to ensure the needs of the child (as outlined in the plan) are met.
- Provision mapping will provide an overview of allocation of resourced intervention/support.

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

Class teachers meet with the Headteacher and Assessment co-ordinator at progress meetings to and from this a provision map identifies categories of need on an individual, class and whole school basis. Funds are allocated to best meet the needs of pupils.

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

Parents can talk to their child's class teacher to let them know about any changes taking place at home. The class teacher informs the Parents about the curriculum and any events through parents overviews (half-termly) and the weekly newsletter. Parents are always encouraged to attend school events and be involved in school life. Parents may request an appointment to discuss any areas of concern and meet with their class teacher at Parents Evenings.

15. Who can I contact for further information?

The class teacher is the first point of contact. Parents may also talk to a teaching assistant or the SEN governor. An appointment with the SENDCO or Headteacher can be made if further advice is required.

School may also direct Parents to Parent Partnership, the school Health Advisor or other agencies that can provide further information.

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?

Through assessment and class work your teacher will know how well you are doing. Your teacher will provide you with support if you or they feel you need it.

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

Any adult in school will listen to you. Have a think about who you would feel comfortable talking to.

Your class teacher or teaching assistant in your class.

Your adult at home can also contact school and let us know how are feeling.

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

Your class teacher will look at how you learn and the amount of help you may need .planning. They will make sure you have the right work to meet your needs. Sometimes we feel that work in a small group may be beneficial or occasionally on a one to one basis.

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

All children will get the chance to discuss their progress and targets with their class teacher. If you have an Education and Health Care Plan you will have a Pupil Passport, this is where we tell staff a little more about you, including what you like and find harder in the classroom.

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

Your class teacher or other adults who help you will support you. You will be given the tools to help you become more independent – this might include a visual timetable, key word vocabulary books, visual checklists, revision guides and/or adapted guidance sheets to prompt your ideas and understanding. Your planner is a really good way to help organise yourself.

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

Talk to your class teacher or teaching assistant or any adult you trust in school so they can help you with anything you are worried about.

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

- You will have progress/review meetings with adults who teach/support you.
- You will review your learning progress with your class teacher.
- Your books will have feedback and next steps to support your progress.

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

You may speak to your class teacher about any worries you may have or any trusted adult.

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

All school staff will be able to help you.

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

Your teacher can find out for you if you need any special help.

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

If you need different arrangements to enable you to take part in school activities, school will find a way to adapt activities to meet your needs.

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

In year 6 we will set up a transition programme to help you get ready for the move to the next school.

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

All the skills you learn at school will help you prepare for the future.