## Local Offer Template

## Warrington Education providers (0-25)

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| **Full Name of Education setting** |
| *Newchurch Community Primary School* |

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| **Physical address** | *Newchurch Community Primary School*  *Glebeland* |
| **Town** | *Culcheth* |
| **District or Borough** | *Warrington* |
| **Postcode** | WA3 4DX |

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| **Contact Person** | *Sara Lawrenson (Headteacher)*  *Jayne Narraway (Deputy Headteacher)*  *Rebecca Wormleighton (SENCO)*  *Jean Williams (SEN Governor)* |
| **Telephone Number** | *01925 763427* |
| **Email address** | *Newchurch\_primary@warrington.gov.uk* |
| **Website address** | *http://www.newchurchprimary.co.uk/site* |
| **Facebook address** |  |
| **Twitter address** |  |
| **Logo or picture** |  |

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| **Short Headline** | Newchurch Primary School is a one form entry school. There are 210 school places. The school offers a bespoke and challenging education with a focus on inclusion for all within a broad and balanced curriculum. |

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| **Brief overview of your service (30 words)** | | | | |
| Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society. We believe that all children are entitles to high quality educational experiences which will enhance self-esteem, skills, knowledge and personal satisfaction. We believe they will learn best in a caring and stimulating atmosphere. | | | | |
| **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”) | | We have a small nuture room which is a reduced stimulating environment. This is used flexibly to enable children to be supported as needs arise.  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) |  | |

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| **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 |  |  |  |

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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* | *Quality first teaching, Inclusion, SEN provision, Community 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 |  |

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

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

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

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

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

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| **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?** |
| The school has a clear policy which outlines the definition of a child with special educational needs and how the school will support them.  The school will work closely with the pre-school providers in order to find out if your child has any additional learning needs prior to them starting school. This information is then used to ensure appropriate provision is available for them when they start school. Your child will have an Individual Education Plan (IEP) written for them outlining the targets for your child.  The school has an efficient assessment system which tracks the progress and attainment of the children against age related expectations. If the assessment data indicates that your child has specific gaps in their understanding/learning, then extra support will be given through group interventions led by a teacher or teaching assistant. This will be classed as School Action.  If your child has a specific barrier to their learning which cannot be met by an intervention group, they may be referred to an outside agency by the SENCO for extra specialist support. You will be consulted regarding this beforehand. The specialist agency will then give recommendations to the school in order for them to make provision for your child based on their individual needs. This is classed as School Action Plus.  If your child has been assessed as having 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 or Statement of Special Educational Needs. 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  We pride ourselves on having effective communication with our parents and should any parent have a concern regarding their child, then they are encouraged to come into school and speak with the class teacher. The school SENCO (Special Needs Coordinator) will be included in the meeting and support provided from the Senior Leadership Team.  Some children require additional support, e.g. social skills, speech and language, family support. The school works closely with the local authority speech and language agencies as well as a family support worker and educational psychologist employed by the school itself. Bespoke support is provided to work with the children based on their needs. |
| **2. What do I do if I think my child has special educational needs?** |
| We employ an open door policy. Therefore, if you think that your child has special educational needs or you are concerned about your child’s progress, you can speak with your child’s class teacherat any time. This can be supported by the SENCO (Special Educational Needs Coordinator) who will monitor the support provided for your child.  If your child is not already at the school, then we welcome you to visit us to discuss with the Headteacher the provision available which may meet the specific needs of your child. |

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| **3. How will the education setting staff support my child / young person?** |
| The school SENCO supports the class teachers in the day to day provision for the children with special educational needs. She will coordinate the support given to the children with Special Educational Needs or disabilities to ensure that they receive the support they need.  Each child will have their own Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) which outlines the specific support the child needs. At Newchurch, we monitor this through sharing of the children’s learning with them, dialogue with the children and looking at the effectiveness of the IEP/IBP in terms of their progress against intended outcomes.  Each term, you will have a meeting with your child’s class teacher who will give you an update on the specific targets set for your child based on their individual needs. Within the term it may be that your child has made more progress and as such your child’s targets will be reviewed and new ones set.  The Senior Leadership Team closely monitors the progress and attainment of children with Special Educational Needs as part of their tracking and assessment of teaching and learning. Progress meetings are held with class teachers and provision for individual children discussed.  On a daily basis the teachers are expected to provide differentiated work linked to the needs of the children. Children with IEPS will be catered for within each individual lesson.  As a school we benefit greatly by the provision of one teaching assistant allocated to every class throughout the school. This enables children with specific needs to be supported effectively across the curriculum. Provision for children with specific needs is linked to their individual plan but ultimately, the class teacher is accountable for the planning, provision and progress of the children in their class.  We have a designated governor for SEN who is highly qualified, having worked in SEN within the Local Authority. Our governor supports the SENCO in the writing of policies, ensuring appropriate provision for SEN children as well as challenging the school to ensure that children with Special Educational Needs make expected progress.  The SENCO managed the school’s provision mapping, compiles individual case studies for children with SEM as well as ensuring the specific needs are met of each child. The SENCO has specific time to enable them to monitor the progress and provision of children with special educational needs. Our SENCO is currently undertaking qualifications in Special Educational Needs. |

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| **4. How will the curriculum at your education setting be matched to my child / young person’s needs?** |
| As a school we believe in Quality First Teaching meaning that the class teachers would ensure that all the children are catered for on a daily basis. Each teacher is therefore responsible for the delivery of differentiated provision within each and every lesson. This is closely monitored by the Senior Leadership Team on a weekly basis. Where children have an Individual Education Plan, then their learning will have links with their specified targets. Reasonable adjustments will be made to the curriculum based on your child’s individual needs to allow them to be independent learners. For example, the modification of materials used within the lesson. All IEPs will be reviewed termly and then new targets will be set. Should your child achieve their targets early in the term, then targets will be amended. |
| **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 will be monitored continuously throughout the academic year by your child’s teacher and the Senior Leadership Team. You will receive updates on their progress through formal parents evenings each term and then a written report at the end of the year where you will see how your child is doing against age related expectations.  As determined by the government, all children at the end Key Stage One and Key Stage Two, are required to formally sit their Standard Assessment Tests (SATs).  Each term, you will be invited into school to have a bespoke meeting with your child’s class teacher to formulate an Individual Education Plan (IEP) which will include the specific targets needed to enable your child to make progress towards the expected outcomes. Should your child need specific intervention prior to this meeting, then an additional meeting will be scheduled with your child’s teacher and the SENCO. The meeting will detail what resources, interventions and support they will receive and the strategies used to support them. If appropriate, you may be signposted to online resources which may be of use in supporting your child or external agencies.  For children who have a statement of Special Educational Needs or Educational Health Care Plan, their progress is formally reviewed with all the adults involved with the child’s education.  As a school we understand the need for constant communication and partnership with parents to share the targets and expectations of the children through parents’ evenings, annual reports but also informal progress meetings throughout the academic year. Our open door policy allows for the class teacher to be spoken with informally on a daily basis.  Homework will also be modified to meet your child’s needs.  Information regarding school events, and also to celebrate successes, is communicated via the school website [www.newchurchprimary.co.uk](http://www.newchurchprimary.co.uk), a weekly newsletter, letters and text messages. If communication is needed regarding an individual child then the class teacher with contact the parent personally. For some children, home/school communication books are used to support communication with you, when this has been agreed to be useful to you and your child.  Throughout the school calendar we offer parents the opportunity to attend workshops aimed at helping them support their child in their learning. These include: reading, phonics, maths, grammar, internet safety. Each half term, we also have an ‘Invite a Guest Day’ where you are invited to come into school to work with your child on a specific activity.  Where there is deemed to be a specific need, then parents may be signposted to external agencies for support. |

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| ***6. What support will there be for my child’s/young person’s overall emotional health and wellbeing?*** |
| If a child has prescribed medication, then we ask that the parent completes a medication consent form allowing one of our designated first aiders to give the prescribed medication. The exception to this is eye drops. We have two designated first aiders and all staff has been trained in the use of a defibrillator which is available on site in the unfortunate event that it should be needed.  We monitor the children’s attendance carefully and keep in constant communication with parents to support good attendance.  We have a school behaviour policy which outlines the support given to pupils who may require help managing their behaviour. Were it is deemed necessary, and in consultation with you as a parent, we will make referrals to outside agencies such as St. Joseph’s Centre or CAHMS. |

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| ***7. What specialist services and expertise are available at or accessed by the* education setting*?*** |
| Each half term, we buy in the services of an Educational Psychologist who works on a needs basis with children in our school. |
| ***8. What training are the staff supporting children and young people with SEND had or are having?*** |
| We have a School Development Plan which outlines the training needs of all staff in order to improve the teaching and learning of children, including those with Special Educational Needs and Disabilities.  A Disability Equality Scheme and Accessibility Plan has been written by the SENCO and linked governor. This has been agreed and shared with the staff. In addition to this, the school’s SEN policy has been reviewed in line with the new SEN Code of Practice and shared with staff via a staff meeting.  All staff has had training on dyslexia, dyspraxia, and attachment disorder and behaviour management. Two members of staff have also attended a two day nurture course. Where individual members of staff have attended training, a course evaluation is completed and the necessary information disseminated to the rest of the staff.  As part of their induction, Newly Qualified Teachers are support by an experienced mentor who works closely with them on the planning and provision for children with Special Educational Needs.  We have two designated first aiders in school, one of which is a trained paediatric nurse. |

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| ***9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?*** |
| All equipment is accessible to all children regardless of their needs. Children who have specific fine motor control difficulties will be provided with pencil grips, slopping desks etc as recommended by the Occupational Therapist.  Children with Special Educational Needs and Disabilities are able to access extra-curricular activities.  If it is in the best interest for the child, parents of children with Special Educational Needs and Disabilities will be asked to accompany them on the trip or visit the venue prior to the trip taking place. |

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| ***10. How accessible is the* education setting *environment?*** |
| The school building does have full wheelchair access. We do have a disabled toilet which is also a wet room; however, not all toilets are accessible.  In classes, the use of hessian is used to back displays to reduce the noise level and create communication friendly environments.  Based on the assessed needs of the individual child, we will provide the children with the necessary equipment and resources needed. |

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| ***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?*** |
| When a child moves from Pre-school to Newchurch, the children and parents are invited into school prior to them starting in September. They will have the opportunity to spend time in the Reception classroom and meet their teachers. The Foundation Stage team visit the children in their pre-school settings and speak with staff to gain a full picture of each child’s needs and interests. In September, individual parent conferences are held with the class teacher which give parents the opportunity to ask questions and share any information about their child on a one-to-one basis. We ask that parents share the learning journeys provided by the pre-school providers.  If a child is moving from another school to Newchurch, we initially have a meeting with the parents and offer a look round the school. The child is then invited to spend an afternoon with their new class prior to them starting the school. This can be flexible based on the needs of the child involved. The school will liaise with the school the child is moving from and will request any documentation which will enable the child’s needs to be seamlessly met. Likewise, if your child is moving to another school, we will contact the SENCO of the school and ensure they know about your child’s special needs in order that adjustments and arrangements can be made. We will also ensure that all records are passed on as soon as possible to their new schools. It is our school policy to speak with the new school and have a conversation regarding your child’s needs.  When children move up into the next year group, information regarding your child’s needs (including IEPs/IBPs) will be passed up in advanced through a scheduled transition meeting between the current teacher and the receiving teacher at the end of the Summer term in preparation for the start of the next academic year. There is also a timetabled transition day where the children meet their new teacher and spend time in the classroom environment at the end of the Summer Term.  When the children are in Year Six, the class teacher will meet with the head of Year Seven and the SENCO from the high school to discuss individual children’s needs. All children in Year Six spend a day at the high school in the summer term as part of the transition process. Should it be required, children with special educational needs will have an additional planned visit prior to the one with their class. This will be supported by a member of staff.  For children who find change difficult e.g. moving classes or going on trips, social stories are written to support and prepare the children for the changes ahead. |

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| ***12. How are the education setting’s resources allocated and matched to children’s/young people’s special educational needs?*** |
| The school receives a buget from the Local Authority which includes money for supporting children with Special Educational Needs and Disabilities. In consultation with the governors, the headteacher decides on the budget for Special Educational Needs and Disabilities based on the needs of the children who currently attend the school.  The SENCO meets with the Senior Leadership Team to look at the current profile of SEND in the school, including the children who get extra support already, those needing extra support and the children who have been identified as not making expected progress. Decisions are then made regarding the necessary support, resources and training needed to meet the needs of the children. Such resources, training and support is reviewed regularly and any changes made to ensure effective outcomes for the children.  The school budget pays for the provision of a teaching assistant in every classroom, and children with a Statutory Assessment have 1:1 teaching assistants. The school also pays for an independent Educational Psychologist who works with children who require behavior support. The school also employs a family support worker. The school also benefits from Speech and Language support provided by the Local Authority. Parent Partnership is available to support families through the SEND process and procedure. The Health Service also provides support to the school through the School Health Advisor. |

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| ***13. How is the decision made about what type and how much support my child/young person will receive?*** |
| Teachers use a range of different teaching strategies to enable your child to be fully involved in their learning alongside their peers. Your child’s teacher, supported by the assessment coordinator, SENCO and Senior Leadership Team, will carefully monitor your child’s progress using the school tracking system. Any concerns will be reported to you.  Progress and attainment data is analysed every term in order to identify any child with additional needs. Intervention programmes will be put in place to run over the term and progress will be assessed informally throughout the term. Should your child require additional support, we will discuss this with you and make referrals to the necessary agencies. The decision making process involves the class teacher, you as a parent, the SENCO and the Senior Leadership Team. |

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| ***14. How are parents involved in the setting / school / college? How can I be involved?*** |
| Should you have any concerns about your child, then your child’s teacher is always on available for you to share your concerns. This can be supported also by the SENCO.  Parents’ evenings every term allow specific time for you to meet with your child’s teacher to discuss progress and attainment.  If your child has an IEP/IBP then these will be reviewed with you each term.  Children with a Statement of Special Educational Needs or Education Health Care Plan will also have an annual review which will involve yourself and any adults who support your child. |

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| ***15. Who can I contact for further information?*** |
| The first point of contact should be your child’s class teacher, who can be contacted by an appointment through the school office or by direct daily contact.  Miss Laura Gilberts is responsible for the coordination of the support for children with SEND. She can be contacted by an 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 school administration staff at the school office. Our number is 01925 763427.  Parent Partnership also offers help and advice to parents. They can be contacted on 01925 442978.  The Local Authorities offer can be found on the 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*):

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| ***1. How does the education setting know if I need extra help?*** |
| Your class teacher will identify if you have any special educational needs through assessments. They may give you extra help in the classroom or you may work with a small group outside of the classroom with a teaching assistant or a teacher. |

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| ***2. What should I do if I think I need extra help?*** |
| If you think that you need extra help, speak to your class teacher, the teaching assistant, your parent/carer or Mrs Wormleighton. |

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| ***3. How will my course work be organised to meet my individual needs?*** |
| Some children with Special Educational Needs and Disabilities have different work set for them which will help them access the curriculum. |

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| ***4. How will I be involved in planning for my needs and who will explain it and help me?*** |
| Your class teacher will discuss your progress with you and talk to you about your targets. Your parents/carers will also be involved in the planning of new targets for you. |

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| ***5. Who will tell me what I can do to help myself and be more independent?*** |
| Everyone who works with you will help you become more independent. |

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| ***6. What should I do if I am worried about something?*** |
| You need to talk to your teacher or the teaching assistant. You can talk to Mrs Wormleighton too. |

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| ***7. How will I know if I am doing as well as I should?*** |
| Your Individual Education Plan will be reviewed each term with you, your teacher and your parents. You can discuss your progress at any time with your teacher. Your teacher, the SENCO and the headteacher will monitor your progress.  If you have a Statement of Educational Needs of Educational Health Care Plan, this will be reviewed each year with you, your parents and any other person who works with you. |

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| ***8. How can I get help if I am worried about things other than my course?*** |
| We can provide you with nuture support if you are worried about things and your teacher will be able to tell you and your parents where you can get additional help if they are unable to help you themselves. |

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| ***9. Are there staff in college who have had special training to help young people who need extra help?*** |
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| ***10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)*** |
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| ***11. If I have difficulty in taking part in college activities what different arrangements can be made?*** |
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| ***12. What help is there to help me get ready to start college?*** |
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| ***13. I am coming to college to prepare for employment – how will I be supported?*** |
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