


Local Offer Template

Warrington Education providers (0-25)

Full Name of Education Setting ST BARNABAS CE PRIMARY SCHOOL
--

Physical address	Collin St
Town	Warrington
District or Borough	Cheshire
Postcode	WA5 1TG

Contact Person	SENCo – Jayne Fisher Headteacher: Jane Hodgkinson
Telephone Number	01925 633606- school number 07308 121116- SENco mobile
Email address	senco@stbarnabascewarrington.co.uk
Website address	www.stbarnabasceprimary.co.uk
Facebook address	St barnabas ce primary school
Twitter address	@StBarnabasCeSch
Logo or picture	

Short Headline	St Barnabas CEP school offer for children with additional needs.
-----------------------	--

Brief overview of your service (30 words)			
<p>'Preparing for a positive future, achieved through Faith'</p> <p>Our mission is to provide a whole and inclusive curriculum within which Christian values are fully integrated.</p>			
<p>The following details will help users of the website to find your information quickly and easily.</p> <p>Type of education setting</p>			
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	*	Nursery	
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 – “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)	*
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care			

Key search words.	
Key words	St Barnabas CE, primary school, SEN

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	
Common Assessment Framework (CAF)	*	Emotional Wellbeing	
Support groups and Voluntary Organisations		Disabled Children fostering and adoption	*
		Funding and Direct Payments	
		Advocacy	
		Support and family members	

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

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

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

Leisure & Play		Clubs & activities	*
Holidays		Sport & fitness	
Gateway		Breakfast Club	*
		Things to do	*
		Friendships & relationships	
		After school club	*

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

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?

At St Barnabas CE Primary School, we know that a pupil needs support if:

Concerns are raised by the teacher, parent / carer or the pupil themselves.

Limited progress is being made

There is a change in the child's behaviour, attitude or progress

The class teacher should be the initial point of contact for any concerns

The SENCo can also be contacted – the school will respond to all parental concerns

All reception children have their Speech and Language development baselined on entry. A Speech Links programme is then delivered if needed, with referrals being made to the Speech and Language team if necessary

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

The class teacher is the initial point of contact

The SENCo, Mrs Fisher can also be contacted via the school office and a meeting will be arranged

The school will take your concerns seriously. Sometimes concerns can be allayed; however if agreed, the child may be monitored for a given period of time, with the class teacher completing an Initial Concerns Form

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

Each Educational Teaching Plan will be planned and written by the class teacher. It will be differentiated to meet the individual child's needs. This may include general support from the class teacher or other adults in the classroom eg. TA and Learning Support.

Each child with SEND will have a Personal Passport to Success which will be written with the child, parent and teacher.

If a pupil has a more specific area of need eg spelling, handwriting, phonics, gross and fine motor skills they may be placed in an intervention group led by a teacher or teaching assistant. The length of this intervention will vary, depending on the focus, but will usually last for one term.

All TA's and teachers delivering intervention are required to keep a record of intervention

The interventions will be regularly reviewed by all involved to ascertain impact, effectiveness, progress and next steps.

Pupil Progress Meetings are held every term, where the class teacher meets with the head teacher and senco to discuss the progress of pupils in the class. This discussion will allow for progress to

be discussed and allow any potential problems to be highlighted and appropriate support be put in place.

Occasionally a pupil may need more expert support from an outside agency eg Speech and Language, occupational therapy, Educational Psychologist. If this is needed a referral, with parental support, will be made to the appropriate agency. Following assessments, recommendations are made to the school, who use these to write a programme of support. At all times parent and pupil opinion is asked for,

There is a specific SEN governor, who meets regularly with the SENCO

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

When a child has been identified as having Special Educational Needs, work will be differentiated by the class teacher to enable them to meet the curriculum more easily.

Teaching Assistants may be allocated to work with a child on a 1:1 or small focus group to target more specific needs

If a child is identified as having SEND, a Pupil Passport to Success will be written. The child and parent will be involved in this. This PPS will have agreed targets on, which will be discussed weekly and updated accordingly by the class teacher and support staff. The SENCo will also meet regularly with the class teacher. Parents will meet at least 3 times a year with the class teacher.

Staff are also observed at least 3 times a year by the SLT, with SEN progress included as an area of focus

If appropriate, specialist equipment may be given to a pupil to support their progress eg writing slope, talking tins, visual timetable etc

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?

You will be able to discuss your child's progress at Parent Evening.

E mails or texts may be sent home

The class teacher is usually available for a quick chat at the end of the day.

Appointments with the class teacher and/or SENCo can be made through the school office.

Parent workshops are delivered if needed

The class teacher / SENCo may suggest ways in which you can support your child at home

Any recommendations received from an external agency are discussed with pupils and parents

If an Educational Psychologist writes a report they often include ideas to support the child at home – these will be discussed

If a child has medical needs, relevant staff always meet with their health worker and a Care Plan and Risk Assessment is written and mutually agreed

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

The school offers a wide range of support for pupils experiencing emotional difficulties

The class teacher / SENCo are available to talk to – or any other adult that the child feels comfortable speaking to.

The SENCo is a trained DSP for safeguarding and is familiar in supporting families through the Family Support Model.

The school has signed up to 'Tootoot' for KS2 pupils. This is a Government funded website which children can use to report their concerns. Trained members of staff act as mentors and respond to the issues in an appropriate manner.

Breakfast Club and After School Link Club are available

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

Some staff are trained in Makaton, POPAT, Speech and Language, ECAR, Better Reading Partners, Fischer Family Trust literacy support and Team Teach Positive Handling.

School is supported by EAL, Literacy and numeracy consultants.

School can also access support from:

School Nurse

Educational Psychologist

Occupational Therapy

Visual and hearing

Learning assessment

Parent Partnership

Early Help Support Team

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

Staff have completed some training on supporting children with autism; dyslexia, speech and language, ADHD and emotional difficulties.

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

Activities, residential and school trips are available to all

Risk assessment are written, which takes account the needs and requirements of all pupils - procedures are put in place to meet the needs of all pupils

However if it is deemed that 1:1 support is required, a parent / carer may be asked to accompany their child on the activity

10. How accessible is the education setting environment?

As a school we are happy to discuss individual access requirements

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?

Visits into school and parents meetings are available for all new pupils and parents. Information will be available in a variety of formats to allow for a smooth entry into school. Transition meetings are held for parents as their children move into a different Key Stage and all children spend time with their new teacher before the start of the new academic year. Hand on meetings are held between staff to ensure all information about the whole child is thoroughly passed on.

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 their own budget to support them, parents, school and health work closely to meet needs

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

Decisions are made following discussions with the class teacher and management team

Decisions are made as a result of pupil tracking and termly progress meetings

Recommendations from outside agencies are considered.

If a child's educational needs or emotional well-being changes – other interventions will be put in place

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

We have an open door policy and parents are encouraged to call in to speak to their child's teacher whenever necessary. If the issue needs further discussion, an appointment will always be made. Parents Evenings are held three times a year and parents and pupil surveys are completed annually. There are a number of parents who volunteer in school and we actively welcome parental involvement.

15. Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office and an appointment will be made with the school's SENCO.

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?

We might notice that you are finding the work hard

You might not be achieving what we would expect you to do

You might not be making the usual progress

Your behaviour and / or attitude might have changed

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

Any adult in school will listen to you. They will always make time to listen – even if it might mean meeting to talk properly at a later date – It will never be left too long

You can always talk to your class teacher

You can use assessment for learning tools at the end of each lesson, including RT

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

We will always organise teaching in the classroom to meet the needs of all students. Sometimes we might feel that some help in a small group or on a 1:1 with a teacher or TA might help you. We will always talk to you about why this is happening

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

All children get the chance to discuss their progress and targets with their class teacher. Some children will have a Pupil Passport to Success. Your views underpin this and helps the teachers to help you.

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, now and next board or verbal reminders

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

Talk to any adult on school

You can use the worry or something similar in your classroom

Log in to 'Tootoot'

Just don't bottle things up!!!

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

You're targets will be highlighted and dated to show progress and achievements

We may use Small Steps or P scales to show the smaller steps that you have made

Any adult that helps you will benchmark you at the entry and exit of each intervention

You can ask the adult you are working with to tell you how you are getting on

You will feel comfortable in completing the work that you are being asked to do

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

We can arrange for you to see the school nurse if needed

We reward good attendance in a variety of ways

If you need to take prescribed medicine, the office will give your parents a form to fill in and this can then be administered in school.

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

All staff are trained on differentiating work to the needs of the children in their class

Foundation Stage staff have been trained in speech, language and communication

needs

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

If any child has a medical condition- the school always liaises with their medical team. Together we write a care plan and risk assessment. Sometimes children with medical needs may need additional support and school will apply to get this from the LA

We can also get help and support from Occupational Therapy, Speech and language, Educational Psychologist and CAHMS

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

- a. How will I know who can help me?

Yourself and your parents can talk to the class teacher or the SENCo

- b. Who can I talk to about getting involved in student activities if I need extra help?

Any adult in school will help you. Usually if you need extra help we will already know about it and will have made the necessary steps to support you

- 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?

The building has wheelchair access at the main entrance. There are accessible toilets in the building. We make sure that our interactive whiteboards use an appropriate background colour and there is a PA system available in our hall.

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

We will always meet with yourself and your parents before you start. We will also get in touch with your previous educational setting and discuss any support that you may need.

If you have a PPS they will be passed on between schools

When you move to high school, your teacher and / or the SENCo will pass over your paper work and discuss the support that you need. You will be given the opportunity to visit the school and if needed attend extra visits to help your transition

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

N/A