

## Local Offer Template

### Warrington Education providers (0-25)

#### Full Name of Education setting

*Latchford St James CE Primary School*

|                            |                   |
|----------------------------|-------------------|
| <b>Physical address</b>    | <i>Old Road</i>   |
| <b>Town</b>                | <i>Warrington</i> |
| <b>District or Borough</b> | <i>Warrington</i> |
| <b>Postcode</b>            | <i>WA4 1AP</i>    |

|                         |   |
|-------------------------|---|
| <b>Contact Person</b>   | <i>Mrs P Swift</i>                                |
| <b>Telephone Number</b> | <i>01925 634967</i>                               |
| <b>Email address</b>    | <i>Latchford_Primary_Deputy@warrington.gov.uk</i> |
| <b>Website address</b>  | <i>lsj.org.uk</i>                                 |
| <b>Facebook address</b> |   |
| <b>Twitter address</b>  |   |
| <b>Logo or picture</b>  |   |

|                       |  |
|-----------------------|--|
| <b>Short Headline</b> | <i>Our school community is based on Christian values and recognizes that we are all unique, valued individuals. Together we will foster a love of learning through a safe, secure and enriched environment to enable everyone to reach their full potential and grow into caring, confident and informed citizens of the future.</i> |
|-----------------------|--|

#### Brief overview of your service (30 words)

*At Latchford St James Church of England Primary School we believe that our community should reflect God's wish that every child is welcomed and should be provided with the opportunity to achieve his or her full potential allowing them to be **'The best that they can be'**.*

**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                      | X |
| Preschool aged 3-5 |  | Secondary with 6 <sup>th</sup> 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   | X | Special                                     |  |
| Resourced Provision (Mainstream with resourced unit) |   | 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                         |  |

**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  |  | Visual timeatble                              | X |

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

|   |   |   |  |
|---|---|---|--|
| Hydrotherapy pool   |   | Sensory room or area                      |  |
| Wheelchair Access   | X | Accessible changing area                  |  |
| 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) |  |
| 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 | PrimaryEducation |
|-----------|------------------|

### 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)*

|  |   |  |  |                             |  |
|--|---|--|--|-----------------------------|--|
| <b>Respite &amp; Support</b>               |   | 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  |  |

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

|                                |  |                      |  |                   |  |
|--------------------------------|--|----------------------|--|-------------------|--|
| <b>Equipment and Therapies</b> |  | Wheelchair Services  |  | Speech & Language |  |
| Continence Services            |  | Occupational Therapy |  | Physiotherapy     |  |
| Other Equipment                |  | Other therapies      |  | Grants            |  |

|                                  |  |                        |  |             |   |
|----------------------------------|--|------------------------|--|-------------|---|
| <b>Education &amp; Childcare</b> |  | In school therapies    |  | SEN Support |   |
| Childcare & Early yrs.           |  | Learning from home     |  | Schools     | X |
| Colleges & Post 16               |  | Transport              |  | Transition  | X |
| Higher Education                 |  | Other (please specify) |  |             |   |

|                           |  |                    |  |                             |  |
|---------------------------|--|--------------------|--|-----------------------------|--|
| <b>Leisure &amp; Play</b> |  | Clubs & activities |  | Things to do                |  |
| Holidays                  |  | Sport & fitness    |  | Friendships & relationships |  |

|         |  |  |  |  |
|---------|--|--|--|--|
| Gateway |  |  |  |  |
|---------|--|--|--|--|

|                                     |                     |  |                    |  |
|-------------------------------------|---------------------|--|--------------------|--|
| <b>Preparation for Adulthood</b>    | Getting involved    |  | Independent living |  |
| Parents, siblings and Family carers | University and work |  | Staying healthy    |  |
| 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 your answers can be clearly understood by parent and carers):*

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

*Progress is continually monitored. If staff are concerned about a child's progress against their peers then these concerns would be discussed at class level initially, then with parents, the child and the schools Special Educational Needs and Disability Coordinator where appropriate. Provision/intervention is allocated for a fixed time and then reviewed. If a child is still not making the expected progress then school will seek further advice and support from any relevant outside agencies for further observation, possible assessment and detailed advice to help the child overcome any barriers to their learning in order to continue to make progress.*

### **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 SENCO. They will be able to advise and support. The school has an open door policy and we understand that your child's education is a joint partnership between school and parents.*

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

*In the first instance, children are targeted through differentiation. If the needs of the child are not being met despite differentiation, the class teacher has consultation with the SENCO, parents and young person will discuss and plan the education program. The effectiveness of this will be monitored over time and progress will be reviewed at least termly. The class teacher will continue to inform parents of pupil progress when*

*necessary and will update the SENCO where appropriate. The Governors will continue to monitor the progress of SEN pupils.*

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

*School provision maps identify categories of need and resources are allocated to best fit those needs. Teachers differentiate lessons according to individual pupil needs and where necessary Individual Education Plans are generated 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 parent/ carers and the young person at regular intervals. Communication diaries may be used to further support home school liaison and there will be an annual review of progress. Parents may be invited to attend training events to support further learning and there will be open lines of communication between all stakeholders.*

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

*Please refer to the schools policies on Health and Safety and Behaviour and Well Being.*

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

*Children are identified according to their educational need and are targeted through differentiation and intervention in the classroom.*

*If the needs of the child cannot be met through class action, school will access a number of local authority specialist services such as;*

- *Educational Psychologist*
- *Speech and language Support*
- *Occupational Therapy*
- *Inclusion team Teachers for Learning*
- *Sensory Support*
- *Orthoptist*
- *School Health*

*School will also seek private specialist services where necessary*

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

*School SENCo attends regular SEN training through cluster school provision to maintain up to date knowledge of SEN practice.*

**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 assessments are in place*

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

*Parts of the school building are wheel chair accessible and there is one disabled toilet and a disabled parking bay. The school provision map highlights any gaps in provision and funds/resources are allocated accordingly. 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 Sir Thomas Botler High School and any other educational setting to ensure smooth transition for all pupils. Careful programs of transition are created to meet the individual needs of pupils and parents are encouraged to accompany pupils where appropriate. School ensures formal and informal meetings are held to share knowledge, data, progress and any other relevant information/documentation with the receiving school so that a complete picture of each student is shared.*

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

*Provision mapping identifies categories of need on an individual, class and whole school basis. Funds are allocated to best meet the needs of pupils and spending is regularly reviewed to ensure school is utilising funds to ensure the very best practice and support is in place.*

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

*Following detailed assessment of the pupil, the Class teacher in consultation with the SENCo will decide the nature and regularity of individual pupil support. This may be more appropriate on a 1:1 basis or as small group intervention. Support will change according to the ongoing review of need and this will be discussed with parents/ child/ carers.*

*For Pupils with a statement or EHIC further consultation will take place with all stakeholders as to the success and requirements of intervention and the funding that is available to school.*

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

*Parents will be informed of our home school agreement which details the expectations of all stakeholders in school. Parents are partners in their child's education and will be encouraged to access school events and be involved in school life. Our open door policy means teachers are available to discuss concerns either informally through a drop in process or parents may request a formal appointment.*

### **15. Who can I contact for further information?**

*Within the school setting*

- 1. Class teacher or teaching assistant*
- 2. SENCo*
- 3. Headteacher*
- 4. SEN governor*

*LA contacts*

- 1. Parent partnership*
- 2. School Health*

**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 will talk to you about your learning and how you feel you are doing and we will talk to your parents/ carers about their opinions too*

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

*Always talk to your teacher or teaching assistant and let them know what you are worried about. Also let someone at home know your worries so they can tell us.*

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

*We will look at your strengths and the things you may feel are more difficult for you and will make sure you have the right kind of hel , work and resources so that you can make even more progress than you are*

*already.*

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

*Your teacher will talk to you about targets and how we will work together to achieve them. You can tell your teacher how you learn best and the types of resources you find useful .*

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

*Your teachers, teaching assistants, parents and carers will help you to become more independent and will show you ways to help.*

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

*Always talk to your teacher, parents/ carers so that we can help.*

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

*Your teacher will let you know when you achieve your targets and will show you the progress you have been making and will talk about new targets to help you achieve even more.*

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

*Speak to a friend or a trusted adult and let them help.*

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

*All school staff will listen and help.*

**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 we don't know the answers we will find someone who does !*

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

*We will make sure you can join in with all activities and will talk to you and your parents/ carers about how to make everything possible for you.*

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

*When you are ready to move school we will meet with your new teachers and tell them everything they need to know about you. We will tell them about your successes, the things you like, and how you learn best. We will also make sure you get to visit your new school and meet some of your teachers.*

***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?*