



Chapelford Village Primary School

School Offer

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

Physical address	<i>Santa Rosa Boulevard</i>
Town	<i>Warrington</i>
District or Borough	<i>Warrington</i>
Postcode	<i>WA5 3AL</i>

Contact Person	<i>Mrs Joanne Hewson – Head Teacher Mrs Lisa McDavid – SENDCO</i>
Telephone Number	<i>01925 712554</i>
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Website address	<i>www.chapelfordvillageprimary.co.uk</i>
Logo or picture	

Brief overview of our service

Chapelford Village Primary School is a three-form entry school. There are 593 children in school. The school focuses on inclusion for all within a broad and balanced curriculum.

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	X	Special school 2-19 years	
Junior school		Higher Education (Universities)	



Which of the following best describes our education setting?

Mainstream	X	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	
Community school	X	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 we offer?

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

What facilities does our education setting have?

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	X	Accessible changing area	X
Accessible toilets	X	Low stimulus environment	X
Secure environment	X	Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	
Accessible parking	X		



We offer

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	X
Childcare & Early yrs.	X	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	X
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	



Questions parents might ask

1. How does our school know if your child needs extra help?

Progress is continually monitored by staff and the SENDCO. If the class teacher, teaching assistant, other member of staff or parent is concerned about progress then these concerns will be discussed with the Special Educational Needs & Disabilities Coordinator (SENDCO). A discussion with parents will follow. Provision / intervention is allocated for a fixed time and recorded on our Narrowing the Gap or Provision Planning Document to ensure that the child's progress is reviewed. Progress Meetings held termly look at the progress of every child in the class and review actions taken and their effectiveness; new plans are drawn up following this review and parents consulted. Targets take into account information from the teacher, parents, SENDCO and other specialists (e.g. Educational Psychologist, Speech & Language Therapist, School Health) and these are reviewed termly. Programmes are decided and staff allocated accordingly. At this point, it is decided whether no further action is required, to continue with the programme set or if further advice or assessment is required from specialists to help the child overcome barriers to make progress.

2. What do you do if you think your child has special educational needs?

You should speak to the child's class teacher to raise initial concerns. A meeting may be arranged with yourself and the class teacher. You will be given a SEND school Policy which is a school document outlining all procedures in more detail. If you remain concerned, then you should contact the SENDCO directly.

3. How will the school staff support your child?

The class teacher in consultation with the SENDCO, parents and young person will discuss and plan the education programme. Teachers or teaching assistants will plan and deliver interventions as appropriate; a programme may last for a period of a few weeks or be longer term depending on the need and progress. The effectiveness of this will be monitored over time and reviewed at least termly. The class teacher will continue to inform parents of pupil progress and will update the SENDCO and Head Teacher at least termly or more frequently if required. The Governors will continue to monitor the progress of SEN/D children. During meetings with the teacher and/or SENDCO or Head Teacher, you as a parent will have the opportunity to state how you would like the programme to develop and children will be involved where age-appropriate.

4. How will the curriculum at our school be matched to your child's needs?

Staff at the school are adept at differentiating the curriculum, planning for support and integrating programmes to ensure that all children make progress at an appropriate pace. The broad and balanced nature of our curriculum linked to multi-sensory approach to teaching ensures that all children are given the opportunity to show their strengths to build their self-confidence. Areas of weakness are identified as well as areas of strength. School Provision documents identify areas of need and resources are allocated to meet those needs. Children are given specific targets for English and Maths. Most children will access the main age-appropriate curriculum with differentiation and targeted support. However, a minority of children will require an individual approach to the curriculum, or specific curriculum areas, and this will be decided in consultation with parents and other professionals.



5. How will the school and the parent know how my child is doing and how will the school help me to support my child's learning?

Class teachers will share, discuss and review progress and targets with parents and the young person at regular intervals. You will be invited to Parents' Evening twice a year. You will be given an evaluated Provision Plan termly. You will be able to attend individual consultations with the class teacher, SENDCO and Head Teacher as required. You will be invited to meet with specialist advisors (e.g. Speech & Language Therapists, Occupational Therapists) as appropriate. You and your child will be aware of the targets set for your child and progress towards these; these will be written each term and you will be given a copy. You will be provided with a written report annually and this will detail test results benchmarked against national expectations. If available and appropriate, you will be signposted towards courses and external sources of support to help you meet your child's needs.

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

The school has a Positive Behaviour & Anti-bullying Policy which is available on our website. Staff promote an ordered and safe environment where children feel safe and parents value the ethos of the school. Children with medical needs may have a Personal Health Care Plan drawn up in consultation with yourself and medical professionals and, if required, a Personal Emergency Evacuation Plan.

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

The school has a highly trained Special Educational Needs Coordinator with experience of mainstream and of managing a specialist provision for children with learning difficulties and qualifications in Special Educational Needs. The school regularly works with: Occupational Therapists, Physio Therapists, Speech & Language Therapists, Behaviour Support Consultants, Educational Psychologists, Specific Learning Difficulties Orthoptist, Sensory Impairment Team (Hearing and Visual), School Health Advisor and Inclusion Team Teachers for Learning. The school will seek private specialist services where necessary and where the budget allows.

8. What training and support is available for staff supporting children with SEND?

The staff and Governors are well trained under the leadership of the SENDCO. There are a number of teachers and teaching assistants trained in the use of Language Link and Derbyshire Language Programme, 1stclass@number Maths intervention, Better Reading Partners intervention, Inference training and other group and 1:1 specific support programmes. Some teaching assistants have worked with SEND children on a 1:1 basis. All staff are aware of Dyslexia, Speech & Language Needs, Visual Stress and Autism and have received appropriate training to enable them to begin to identify potential barriers to learning and ensure that appropriate advice is sought and adaptations made. The SENDCOs attend local cluster groups to ensure that their training and practice are in line with the latest recommendations and the Code of Practice 2014.

9. How will my child be included in activities outside the classroom including school trips and Afterschool clubs?

School endeavours to include all pupils in all activities and will work closely with parents to ensure barriers to participation are eradicated. If your child is going on a residential visit, then your child's needs will be discussed with yourself and the group leader so that needs can be identified and barriers to participation overcome. Where appropriate, the views of the child will be sought and incorporated into any plans made. Risks assessments will be completed as required. Afterschool Club providers are informed about children's needs so their practice can be adapted.



10. How accessible is the school environment?

The school building is barrier free and there are two accessible car parking spaces. There are a number of accessible toilets. Adaptations to the toilets and furniture have been made to meet the needs of individuals as required. The data collection form asks for information about the child and their family so that any adaptations necessary can be made to the school environment.

11. How will the school prepare and support my child to transfer to a new school or the next stage of education and life?

The school works closely with local high schools and any other educational setting to ensure smooth transition for all pupils. Where required, extra transition activities will be agreed for those pupils considered vulnerable at transition. The school shares data and information with receiving schools as appropriate. The final progress meeting of each year involves the class teacher, the class teacher who will be teaching the child the next year, the SENDCO and the Head Teacher to ensure all available information is passed on and future needs planned for.

12. How are the school's resources allocated and matched to children's special educational needs?

Provision Planning identifies categories of need on an individual, class and whole school basis. Funds are allocated to best meet the needs of pupils; however, this is funding dependent. Spending is regularly reviewed to ensure funds are achieving the best practice and support is in place. Governors regularly review spending and the allocation of the school budget.

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

Following detailed assessment of the pupil, the class teacher, the SENDCO, Head Teacher and parents will discuss the nature and regularity of individual and group support. Decisions will be based on this discussion. Support may change depending on the outcomes of progress reviews and in the light of advice from other professionals.

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

Parents receive Curriculum Newsletters, weekly newsletters, Parents' Guide to SEN/D, information on the school website and invitations to school events. This is in addition to any individual meetings deemed necessary or required by the parent. We have an open door policy and parents can talk to any member of staff they feel comfortable speaking to. In addition, parents may request a formal appointment to discuss issues of concern.

15. Who can I contact for further information?

Within school, the class teacher, SENDCO, Head Teacher can be contacted for further information.

Other contacts include SEN Governor, Local Authority, Parent Partnership and School Health Advisor.

School and/or the local authority may also point you in the direction of other agencies operating outside the school setting.



Questions children might ask

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. We will talk to your parents as well.

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

Talk to your teacher or teaching assistant and let them know what you are worried about and where you want extra help.

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

We will look at your strengths and the things that you find difficult and give you the right kind of help. We will alter the lessons to meet your needs and we may give you an adult who will work with you in a small group or on your own so that you make progress.

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 any areas that you are worried about and you will work together to make progress. You can tell your teacher how you learn best and which resources help you.

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

Your teachers, teaching assistants and parents will help you become independent and will show you ways that will help you.

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

Talk to someone you trust - your teacher, parent, teaching assistant, Head Teacher – so 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 have achieved your targets and will tell you the next steps in your learning.

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

If you are worried about anything then you have the right to talk to any person you trust who will get help for you. If you have a medical need then we will talk to you and your parents to make sure that those needs are met. Staff expect children at this school to behave well and so you should feel safe at all times. If you do not feel safe then let an adult know.

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

All staff at this school know that they have a responsibility to teach you well and to look after you emotionally. All staff should listen to your concerns and offer you support. If you feel this is not the case, then you have the right to tell another person.



10. Can teachers get extra help from experts outside the school if they need to?

We will try our best to help you, but if we do not know how to help you make further progress with any problems that you have then we will ask experts from outside of school to give us advice.

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

We will make sure that, whenever possible, we will adapt things so that you can join in with as many activities as you can at the level that you are able to take part. We will talk to you and your parents about how to make things possible for you.

12. What help is there to help me get ready to another class or school?

When you are ready to move class or move to a new 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, things you like and how you learn best. We will make sure that you get to meet your next teacher or, if you are changing schools, that you go on a visit.

13. How will I be supported for the next stage in my life?

We will teach you study skills, interpersonal skills, communication skills, English, Maths and computing as well as all the other subjects so that you are well prepared for every stage in your life.

If you have any issues relating to your child please do not hesitate to contact us.