

Warrington Education providers (0-25)

Full Name of Education setting

Westbrook Old Hall Primary School

Physical address	Westbrook Old Hall Primary School Old Hall Road
Town	Westbrook
District or Borough	Warrington
Postcode	WA59QA

Contact Person	Mr. Stewart Quinn – Head-teacher
Telephone Number	01925 415544
Email address	oldhall_primary@omegamat.co.uk
Website address	www.westbrookoldhall.co.uk
Facebook address	Not applicable
Twitter address	Not applicable



Westbrook Old Hall Primary Local Offer

Westbrook Old Hall Primary School is a family and inclusive school where we aspire to meet the needs of all children and to instil in them a love of learning.

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 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)		Academy	x
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	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)	x
Accessible parking	x		

The school has wheelchair access but has planned to install automated doors throughout to ensure independence	Planned in the current Accessibility Plan
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Special School Specialisms

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)	

Available on Site

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.

<i>Key words</i>	Family school, pastoral support, social skills, SENDCO, educational programmes, IEPs/Learning Pathways, safeguarding, health and well-being, parental opinions, regular contact, reviews, emotional support, educational psychologist, paediatrician, school nurse, family support, mental health, social services inclusion team, speech and language, common assessment framework, teachers, TAs, governors, wheelchair access.
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Sections and subsections

Respite & Support		Respite & Short Breaks		Funding and Direct Payments	
Common Assessment Framework	x	Emotional Wellbeing	x	Advocacy	
Support groups and Voluntary Organisations	x	Disabled Children fostering and adoption	x	Support and family members	x

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

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

Education & Childcare		In school therapies	x	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	x
Holidays		Sport & fitness	x	Friendships & relationships	x
Gateway					

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

Answers to Parent and Carer Questions

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

On-going monitoring takes place by teachers and teaching assistants to identify children who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. Children are also monitored for any social or communication issues and all concerns are reported to the school SENDCO. Any issues may be raised with the class teacher, the SENDCO, the SEND Governor or the head-teacher.

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

If a parent thinks their child has special educational needs, they should first consult with the class teacher who will then monitor their child's progress in conjunction with the school SENDCO and report back to them.

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

The school SENDCO will oversee and plan the education programmes. She is responsible for co-ordinating provision for children with SEND and developing the school's SEND policy. She will ensure that parents are involved in supporting their child's learning and access and will keep them informed about the range and level of support offered to their child. This will include intervention programmes run by teaching assistants

or by Learning Support Assistants depending on the individual needs of the children. She will include parents in reviewing how their child is doing and liaise with a range of outside agencies such as Speech and Language, the Educational Psychologist, Pediatricians and the Local Authority Inclusion Team to help children overcome any difficulties. The head-teacher will be responsible for the day to day management of all aspects of the school, including the provision made for children with SEND. The SEND Governor will support school to evaluate and develop quality and impact of provision for children with SEND across the school.

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

The school will provide each child with SEND with an Individual Education Plan/Learning Pathway which will allow each child to be able to access their learning and the curriculum – the individual learning needs of each child will be identified and specific strategies put into place to aid each child's inclusion. This will mean that each child's learning will be differentiated and strategies implemented on a daily 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?

Children's IEPs/Learning Pathways are updated three times a year with parents but the Learning Support Assistants also keep in regular contact with parents. During the IEP/Learning Pathway meetings, parents will be informed of how their child is progressing against their targets and age related expectations. At this meeting, parents will be informed of how their child's learning is planned and how they can support their children outside of school. The opinions of parents and children will be sought on how the IEP/Learning Pathway is progressing and these opinions will then impact on the next IEP/learning pathway. The progress of each child's learning across the curriculum is also monitored by the head-teacher to track progression.

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

The school deploys strategies to support the development of children's social skills and enhance self-esteem. There are pastoral support groupings throughout the school which are led by individual teachers and buddy systems in place. Social skills groups are set up for children as part of their IEPs/Learning Pathways and all children are encouraged to be a part of the Westbrook Old Hall Family. The school has assigned teaching assistants who will administer prescribed medicines and provide personal care when required. The school has a Positive Behaviour Policy to ensure a consistency of practice which the children are well versed in and there are termly attendance awards for children to reduce absence numbers. The children have their own School Council and regularly put forward their views to the head-teacher and they fill in a questionnaire at the end of each year which then impacts upon the School Improvement Plan. The school also provides access to Family Support Workers and Child Mental Health Services. The school has an on-site Mental Health Support Worker

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

The school has two teaching assistants who are qualified in Speech and Language Therapy and six accredited First Aiders. We also access to a Speech and Language Team, the Local Authority Inclusion Team, Educational Psychologists, the School Nurse, Occupational Therapists, Play Therapists, a Therapy Dog, Paediatric Services, the Child and Adolescent Mental Health Service, Family Support Workers, Children Centre Workers and Social Care

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

The SENDCO has received the National Award for Special Educational Needs Coordination.

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Our SENDCO actively engages with local opportunities to share best practice and keep abreast of current and local national initiatives and policy to support students with SEND. The school seeks advice and guidance to review, evaluate and develop provision for children who have the most complex needs.

Recent training has covered:

SEND Peer Reviews, Team Teach, Boosting Reading for Primary, 1st Class at Number, Dyslexia, Speech and Language, ADHD, Mental Health and Safe-guarding.

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

Every child will be able to access all of the activities in school and in trips through implementation of comprehensive risk assessments and involvement of parents/carers in the planning of activities and trips.

10. How accessible is the education setting environment?

The school is wheelchair accessible and is improving its auditory and visual environment. There is a disabled toilet which also provides separate changing facilities. The school has access to a translation service from the authority for parents whose first language is not English. The SENDCO audits provision and facilities on an annual basis in a Subject Leader Action Plan – an action plan for the year is then put into place which will identify all costings. These costings inform the SEND budget which is considered a priority by the Governing Body. All staff will be trained when provided with any new equipment.

Improvements are continually being made in line with our current Accessibility Plan

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?

Children and young people with SEND can become particularly anxious about ‘moving on’ so we seek to support successful transition by:

When moving to our school:

We will contact the school SENDCO and share information about special arrangements and support that has been made to help a child achieve their learning goals.

When moving year groups in school:

Transition information will be shared with the new class teacher.

In year 6-7transition:

The SENDCO/Class teacher will attend a transition day meeting to discuss the specific needs of children and the nature and level support which has had the most impact

In some cases additional multi-agency meetings may be arranged to create a more detailed ‘transition’ plan which may include more visits to the new school and/or additional visits from the new school.

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

The SENDCO audits provision each year and writes a Subject Leader Action Plan which will match resources to children's needs. The SENDCO costs the purchase of resources and submits a budget application which is overseen by the Governors.

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

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to overcome any difficulties. The views of the child about their support will be given consideration throughout this process.

This additional support is documented in an individual provision map or IEP/Learning Pathway or Behaviour Support Plan. In consultation with the SENDCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in the support programmes. Actions agreed take into account each child's strengths as well as their difficulties. In some cases teaching assistant support may be allocated. This support is deployed to ensure each child can engage in lessons and wider school activities and to facilitate independent learning to support transition.

Formal review meetings are held as required. Parents, relevant external agencies and when appropriate children are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of meetings will be formally recorded.

If a child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for these children. This can be accessed using the Local Authority process for an Education Health Care Plan. Further details will be explained in the Local Authority offer.

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

The school involves the parents in each step of the decision making process. Discussions will be on-going and opinions sought right from the initial stages of raising concerns to the implementation and evaluation of support strategies. Parents are involved in writing the IEPs/Learning Pathways and are encouraged to use strategies at home. Children, if required, will also be given a Home/School book in which comments can be written by the teacher/TA or parent. The school also uses email to communicate regularly with children who have SEND needs.

15. Who can I contact for further information?

In considering whether to send your child to Westbrook Old Hall Primary School you can contact the head-teacher at oldhall_primary_head@omegamat.co.uk

The first point of contact to discuss any issues with a child should be with the class teacher. A full list of teachers and contact emails are available on the school's web-site.

Mrs Perry is the school's SEND Co-ordinator/Inclusion Leader – her contact details are:

f.perry@westbrookoldhall.com

The Local Authority offer is available on Warrington Local Authority web-site.

Answers to Children's Questions

1. How does the school know if I need extra help?

Your teacher and parent will talk about it.

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

You should talk to your teacher or your parents

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

You will be given work that you can do and so enjoy your learning.

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

You can speak to your teacher and parents on what works well for you and what you want to change.

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

Your teacher and parents will help you to do the things you want to do by yourself.

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

You should talk to your teacher and your parents and together they will help you.

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

Your teacher will tell you every day how you are getting on. Your teacher will tell your parents and you can all talk about it together.

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

If you need help about anything, just talk to your teacher, parents or friends.

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

All the teachers and TAs are trained to help you enjoy yourself in school so that you do not have to worry about anything at all

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

If you need even more help we can ask for other adults to come into our school to help you.

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

How will I know who can help me?

Your teacher or TA will always be able to help you.

Who can I talk to about getting involved in pupil activities if I need extra help?

Your teacher or TA will always be able to help you.

If I have a disability or additional need how can I join in school activities?

The building is fully wheelchair accessible There are disabled changing and toilet facilities. We are making improvements in the auditory and visual environment.

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

When you come to our school, you will first come for a visit and a tour. You will then be given some buddies who will help you settle in.

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

You will be taught all the skills you need to get ready for moving to high school when you are eleven.