

Local Offer

Warrington Education providers (0-25)

Full Name of Education setting

Park Road Community Primary School

Physical address	<i>Wroxham Road</i>
Town	<i>Great Sankey</i>
District or Borough	<i>Warrington</i>
Postcode	WA5 3EF

Contact Person	<i>Head teacher: Mrs. N. Parkinson</i> <i>SENDCo: Mrs. N. Parkinson</i>
Telephone Number	<i>01925 723550</i>
Email address	<i>Parkroad_Primary@warrington.gov.uk</i>
Website address	<i>www.parkroad.warrington.sch.uk</i>
Facebook address	<i>N/A</i>
Twitter address	<i>N/A</i>
Logo or picture	

Short Headline	Park Road Community Primary School Local Offer
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Brief overview of your service (30 words)

We are immensely proud of our school; it is a welcoming, vibrant learning community. Our staff are exceptionally caring and endeavor to provide a positive and creative learning environment that provides a wealth of opportunities for our pupils.

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	✓	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		Physical adaptations (such as hand	

scheme)		rails)	
Accessible parking	✓		
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)

<i>Key words</i>	Inclusion, special educational needs, EHC Plans, SEN support, intervention, outstanding. Park Road Community Primary School, SENDCo
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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	✓

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	✓
Childcare & Early yrs.	✓	Learning from home		Schools	✓
Colleges & Post 16		Transport		Transition	✓
Higher Education		Other (please specify)			

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

Preparation for Adulthood		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?

Your child's progress will be continuously monitored by their class teacher on a daily basis using questioning, observations, discussions with pupils and oral and written feedback regarding understanding of specific learning objectives or experiences. Concerns are registered with the Headteacher and the SENDCo. Parents are involved in identifying needs and the class teacher or the SENDCo will discuss the concern and strategies to support your child.

Formal assessments of Reading, Writing and Numeracy take place every term. Your child achievements will be levelled against the National Curriculum for each subject. For those children who are not achieving the expected levels outlined by the National Curriculum, their class teacher will be advised by the school's SENDCo to use either 'Bsquared' or 'P Scales', depending on their individual needs. These tools show smaller but significant steps of progress for children.

At this stage, if your child is already benefitting from an invention programme, this will be reviewed using the 'Assess, Plan, Do, Review' approach. Next steps may be agreed between class teacher, SLT and if relevant a Learning Support Assistant.

If your child requires additional 'SEN Support' they will have an Individual Education Plan (IEP) written for them by their class teacher and monitored by our SENDCo.

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

If you feel that your child may have special educational needs, consult their class teacher in the first instance. This can be done through direct contact with the class teacher or you can contact our Office, who will be delighted to make an appointment for you.

If you feel that, following this meeting, your child's needs are not being managed appropriately, you should contact the SENDCo.

Finally, if you are still unhappy please contact the Office to make an appointment with our Head teacher, Mrs Parkinson

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

INCo Governor

Responsible for:

- Ensuring that school is equipped with resources necessary to provide support required by SEND pupils.
- Promote inclusion for all.
- Monitoring school policy and implementing practice.
- Monitor the progress of all children who receive additional support.

Head teacher

Responsible for:

- Overall responsibility for all pupils, including those with SEND.

INCo

Responsible for:

- Promoting inclusion for all.
- Supporting teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEND.
- Monitor teaching and learning activities to meet the needs of pupils with SEND.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.
- Help to set targets for raising achievement among pupils with SEND.
- Collect and interpret SEND assessment data.
- Keep parents and carers informed about their child's progress.

Class Teacher

Responsible for:

- Monitoring and reporting progress of your child.
- Identifying, planning and delivering any additional help your child may need
- Liaison with Inco regarding all children with SEND needs.
- Writing Individual Education Plans (IEP), sharing and reviewing these with parents at designated dates.
- Ensuring all staff supporting your child in school are provided with appropriate guidance, planning and resources to deliver intervention programs for your child.
- Promotion of Inclusion Policy in all areas of school life.

Learning Support Assistant

Responsible for:

- Establish a good working relationship with your child.
- Be aware and respond appropriately to individual pupil needs to ensure effective interaction.
- Provide specific support to assist your child's access to learning.
- Promote inclusion and acceptance of all pupils.
- Promote self-esteem and independence.
- Provide feedback to pupils and teacher with regards to progress.
- Work with other professionals such as Speech and Language Therapists, Occupational Therapists etc.

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

Should you have concerns that your child may have an SEND need, your child's teacher will discuss your son/daughter's progress to date with you. At this meeting, the teacher may agree next steps for your child and arrange a review date with you for the near future. If appropriate, your child's teacher will consult the SENDCo regarding your concerns.

If these initial measures do not meet the needs of your child, it may be appropriate to implement other measures such as IEP's and requests for involvement for outside agencies will be discussed and may be completed.

If it is appropriate, an IEP may be drawn up by the class teacher to help the parent and the school identify the child's needs and to target areas of particular difficulty. The IEP will give details of learning targets for the child to reach in a given time, who will support the child and how that support will be organised, what materials and methods should be used, how success in the target will be measured and what contribution a parent can make. This plan will be discussed with the child and a copy of it will be given to the parent.

Outside agencies may include: Speech and Language Services, Inclusion Team for Teaching and Learning, Complex Case Panel, Educational Psychologist, Occupational Therapist, CAHMs and any other appropriate agencies on a needs basis.

If your child joins our school having already been diagnosed as having an SEND need/s, you will be invited to have a meeting with your child's class teacher and our SENDCo to inform us of specific requirements/outside agencies.

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?

At Park Road, our doors are always open for you to come and discuss any concerns regarding your child/children at any time. Simply make an appointment directly with the class teacher or through our excellent office staff.

As detailed above we have rigorous assessment procedures in place and all of our staff are highly skilled in assessing pupil progress on a daily basis. Class teachers liaise daily with Teaching Assistants and Learning Support Assistant to provide the best possible learning environment for your child to succeed and develop. Assisting your child in reaching their full potential is our primary concern.

We have two Parent's Evenings in each academic year; your child's teacher will discuss how our teaching and learning is delivered and how you can support your child at home.

Pupil Progress Reports are produced by teachers for parents and pupils termly, with a final end of year in July. An additional parents evening is offered to parents at the end of the school year if they wish to discuss any further concerns.

In cases where daily contact is required between parents, staff and pupils a 'home school' book can be provided. We can also email or text should your child's individual needs require this specialised service.

A newsletter is distributed every week. This will keep you up to date with recent achievements and upcoming events for the school as a whole.

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

Behaviour at Park Road is 'outstanding' where respect and tolerance permeate throughout. This has been achieved by our positive approach to behaviour management. Your child will be given the opportunity to voice their opinions and concerns through various avenues:

- Direct and open conversations with all staff members
- School council
- Buddy scheme
- Each class has a 'Box of Worries'
- Circle time activities

The administration of medicines is undertaken by a qualified First Aider. For pupils with specific medical needs a key person will be assigned to provide any pastoral care required.

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

We currently access the following services via the Local Authority:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychologist
- Inclusion Team for Teaching and Learning
- Complex Case Panel
- CAHMS (Child and Adolescent Mental Health Service)
- St Joseph's Family Centre
- Specific Learning Difficulties Team

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

School is committed to ensuring staff have the appropriate and necessary training to meet all our learners needs, including ongoing and regular training across a range of SEND needs, strategies and in disability awareness. This is driven by current needs of the children within our school and regularly reviewed. Recent training has included ASD; creating an ASD friendly classroom, Dyspraxia awareness, 'Epipen' training, Team Teach training, specific intervention programmes i.e. First Class Number, Every Child a Reader. Training already arranged for the coming academic year includes Resilience Model training for all staff and training from an Adoption agency in understanding the needs of adoptive children.

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

At Park Road, we are committed to being 'fully inclusive' school. Our school is situated on one level and can therefore be accessed by wheelchair users and those that are partially/fully able bodied.

If your child has an SEND need their class teacher will conduct a Risk Assessment prior to any school trips or activities which may present issues. We apply for permission for all trips using Evolve. Pre visits are offered to parents and children with SEND to ensure that they are reassured and feel safe.

Any after school club places, are allocated on a 'first come first serve basis' but are inclusive of all pupils. If appropriate we endeavor to ensure that support is given for SEND children during these activities.

10. How accessible is the education setting environment?

- Our school is situated on one level and can therefore be accessed by wheelchair users and those that are partially/fully able bodied.
- We have one disabled changing/ toilet facility with shower and hoist facilities.
- If English is not your first language we can arrange for a translator to be present if you wish.
- If your child requires any specialist equipment, the key people involved in your child's care will be trained in how to use and store the equipment safely.

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?

Before your child joins Park Road, we would be delighted for them to visit us on designated transition days or for an individual visit. During these visits we can discuss any additional measures we can put in place to ensure your child's transition to us is as smooth and happy as possible.

Pupils are told who their teacher for the following year will be in June. This allows time for transition sessions to take place to put their minds at ease. Additional support for children is given on a needs basis e.g. photographs of key staff and classrooms.

Staff will engage in a 'Transition Meeting' with both the teacher who they are passing a class onto and the teacher they are gaining a class from. These meetings provide an opportunity for an in-depth discussion regarding your child's specific needs.

If your child is leaving us to move to a different education setting we will be happy to meet with a representative from the new setting to hand over any information that they require.

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

The school budget, received from Warrington Borough Council, includes money for supporting children with SEND.

Our Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors and SENDCo on the basis of needs in the school.

Our SENDCo is then responsible for managing this budget and allocating the funds to resources required by children presenting a particular need.

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

At Park Road, we use the Graduated Response approach as set out in the SEN Code of Practice 2014. Quality First inclusive practice (Wave 1) is clearly defined in our school and all staff deliver this. Should additional support be required, this is decided following analysis of the children's progress at termly progress meetings with class teacher, the SENDCo and a member of SLT. Our SENDCo, in consultation with an Educational Psychologist from the LA, consider a variety of options for suitable provision before deciding what would be more beneficial for the child. Our SENDCo oversees all additional support and liaises regularly with intervention provider for progress updates.

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

At Park Road, we whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy and embrace every opportunity to strengthen this dialogue. We host a number of parent meetings throughout the year providing learning expectations for the children and home learning activities. We conduct parent questionnaires to provide the school with robust feedback. Our Governing Body includes Parent Governors and we are very lucky to have an active Parent Teacher Association.

15. Who can I contact for further information?

Parents are encouraged to discuss any concerns with their child's class teacher first. Should this not meet with your approval please contact the Key Stage Team Leader, Deputy Head and then Headteacher.

You can find more information regarding Warrington borough council's Local Offer at:

http://www.warrington.gov.uk/info/200227/children_with_additional_needs/1501/warrington_send_programme

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?

Your class teacher at Park Road will be keeping a close eye on your learning every day. They will soon pick up if you have found something difficult or misunderstood a concept. Or sometimes they will pick up a problem after a little assessment. Sometimes you might go to see a trained Teaching Assistant to do some games with her that will show up if you are struggling with something.

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

If you feel like you are struggling or that you could do with more help, just ask your teacher. They will be delighted that you have asked as it shows them that you are taking responsibility for your learning!

The teachers are all very friendly and welcoming at Park Road, so please don't be afraid to chat to us.

If however, you would prefer not to speak to your teacher about something you are struggling with, you can tell a Teaching Assistant or even write a member of staff a note. You can give it straight to them or pop it into your class' Box of Worries.

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

All of our teachers at Park Road are excellent at differentiating learning to meet the needs of all of our learners. This means that they will change a task to suit you! They are very good at making things easier or harder for their pupils but making sure you are still challenged at the same time...because let's face it, learning without a little bit of challenge is just boring!

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

At Park Road, we really value the views of all of our pupils. Our teachers and teaching assistants want to help you and they will do whatever they can to 'achieve greater heights'! You will be involved in setting your own goals and targets. If you are unsure about how you will achieve your targets your class teacher or teaching assistant will try to give you the ideas support that you need.

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

'Independence' is a word you will hear all of the time at Park Road! Everyone helps everyone else to be more resilient and better problem solvers. We can 'earn' stickers to put in an 'attitudes to learning' passport when you show attitudes such as resilience, responsibility and resourcefulness. We will help you develop these skills. All of the staff encourage the pupils to take on responsibilities such as:

- Librarians
- Sports Leaders
- Play Leaders
- Reading Mentors
- Year 6 Buddies
- Register/Toast monitors

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

First of all STOP worrying! Park Road is a welcoming, friendly school and there will always be someone to talk to.

Here are some things you could do if you are worried about something:

- Talk to your teacher or teaching assistant
- Talk to any other member of staff
- Speak to a school council representative
- Ask your parent/s to contact school on your behalf
- Put a note about your worry into your class' Box of Worries
- Tell a friend

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

All of our staff at Park Road are very approachable and would be delighted to discuss any worries you have at any time. When you have completed a piece of learning your teacher will feed back to you either orally or through our marking code. They will give you praise for what you have done well and pointers for what to improve next time. Sometimes they will meet with you to discuss your progress so far and what you need to work on to become even better!

At the start of a topic you will sit down with your teacher and classmates to discuss what you already know and what you would like to find out. Your teacher will then use this as a basis for their planning.

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

Behaviour at Park Road is 'outstanding'; our pupils are respectful, welcoming and eager to learn and feel very safe and exceptionally well cared for by the adults who support them. This was recognized by school Inspectors. This has been achieved by our positive approach to behaviour management. You can voice your opinions and concerns through various ways:

- Direct and open conversations with all staff members
- School council
- Buddy scheme
- Each class has a 'Box of Worries'
- Circle time activities

The administration of medicines is done by a qualified First Aider. If you have specific medical needs a key person will be assigned to you to provide any pastoral care you need.

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

Yes, we have excellent links with a range of services at the Local Authority. These include:

- Speech and Language Therapy
- Occupational Therapy
- CAHMS (Child and Adolescent Mental Health Service)
- St Joseph's Family Centre
- Specific Learning Difficulties Team

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

If you have difficulty taking part in any activities that are part of everyday school life we can make special arrangements prior to you joining us. However, if an issue arises after you have joined us we can adapt and will do our best to accommodate your needs to ensure you feel included and welcome.

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

Before you join Park Road, we would be delighted for you to visit us on our designated transition days or for an individual visit. During these visits we can discuss any reasonable measures we can put in place to ensure your transition into Park Road School is as smooth and happy as possible.

You will be told who your teacher for the following year will be in June. This allows time for transition sessions to take place to put your mind at ease.

Our friendly staff will engage in a 'Transition Meeting' with both the teacher who they are passing

a class onto and the teacher they are gaining a class from. These meetings provide an opportunity for an in-depth discussion regarding your specific needs.

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

N/A