

Local Offer Template

Warrington Education providers (0-25)

Full Name of Education setting

Gorse Covert Primary School

Physical address	Gorse Covert Road, Birchwood
Town	Warrington
District or Borough	Warrington Borough
Postcode	WA3 6TS

Contact Person	Catherine Cooke Headteacher
Telephone Number	01925 825070
Email address	
Website address	www.gorsecovert.co.uk
Facebook address	
Twitter address	
Logo or picture	

Short Headline	SEN School Offer
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Brief overview of your service (30 words)

Gorse Covert Primary is a popular 1.5 form entry school set in Birchwood.

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)	
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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		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)	
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	x	Needs led SALT (speech and language therapy)	x
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	Primary, school, Warrington
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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	X
Childcare & Early yrs.	Learning from home		Schools	X
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 you answers can be clearly understood by parent and carers):

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

Well trained members of staff use observations and on-going assessments to identify any possible areas of need. Parents can raise concerns with members of staff at any time.

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

In the first instance a parent should talk about any concerns to the class teacher and/or SENCO. Following these discussions, outside agencies may be consulted for further advice.

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

Initially teaching staff will support your child through differentiated learning. Following further assessment, should additional support be required, a plan will be discussed between you, class teacher and the SENCO. This plan will be monitored regularly. Assessment of needs informs the next stage of planning.

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

In the first instance work will be differentiated to suit a variety of learning styles and needs. Following this, reasonable adjustments will be made to support a particular need.

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?

Regular meetings will take place between you, the class teacher and SENCO to discuss progress of any individual plan and next steps. Your child's views will be part of this process. Part of the plan will include any advice on how you can support your child's learning.

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

All staff offer pastoral support for children. The school has access to external agencies and professionals, such as an Educational Welfare Officer to support with behavior, attendance and emotional well-being. We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines.

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

Where appropriate, the school is able to access Educational Psychologists, SEN Consultants, Speech and Language therapists, a Family Support Worker and an Emotional Health and Well-being specialist. Access to these services is prioritised according to need and availability.

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

We currently have staff trained in speech and language programmes and Autistic Spectrum Disorder. Training is provided according to the needs of children within the school. Such needs are reviewed regularly and adapted accordingly.

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

Our school and curriculum is fully inclusive and accessible to all children. Any particular needs will be taken into account and planned for accordingly. Parents of children with additional needs will be consulted to ensure optimum provision at all times.

10. How accessible is the education setting environment?

The building is accessible to wheelchairs and a disabled toilet is available. The physical environment is reviewed regularly to ensure full accessibility for all. We endeavour to remove any barriers to communication through regular review of need.

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?

Comprehensive and appropriate transition arrangements are put in place at each stage of

education both within the school and between schools. Transition arrangements are adapted according to the needs of the child.

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

There is a specific budget allocated for SEN to fund the development of resources for children with additional needs. These are allocated on a fair and consistent basis dependent on the extent of available funds; the recommendations of external agencies for children; the availability of targeted Local Authority funding and priorities established within the annual school SEN development plan.

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

The Headteacher and SENCO and, where appropriate, advice from external agencies, will allocate resources and support based on recommendations from appropriate professionals. These will be informed by our own internal assessment procedures. Any plans will be discussed with parents and reviewed regularly.

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

We have an open door policy and parents are routinely invited to discuss the progress of their child, either as part of Parent Interview evenings or individually with class teachers, Teaching Assistants, SENCO and/or other professionals.

15. Who can I contact for further information?

For school based information you should initially contact your child's class teacher and then further discussion with the SENCO and/or Headteacher if required.

SENCO: Wendy Owen

SEN Governor: Louisa Reeves