

Warrington Education providers (0-25)

Full Name of Education setting

Alderman Bolton Primary School

Physical address	Longdin Street, Latchford.
Town	Warrington
District or Borough	Warrington, Cheshire
Postcode	WA4 1PW

Contact Person	Head Teacher Mrs Paula Warding
Telephone Number	01925 633 262
Email address	Aldermanbolton.head@wpat.warrington.sch.uk
Website address	www.aldermanbolton.org.uk
Facebook address	
Twitter address	
Logo or picture	

Short Headline	Alderman Bolton Primary School Local Offer
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Brief overview of your service (30 words)

<p>Alderman Bolton is an inclusive, community primary school, where children are treated as individuals, and our best efforts are given to meeting their diverse needs.</p>
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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	*	Visual Timetable	*

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 scheme)		Physical adaptations (such as hand rails)	*
Accessible parking	*		

Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)

Not all toilets are accessible but we do have a disabled toilet facility (no shower).

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>	SENDCo, Intervention Support, Pastoral Support, SALT, Primary, Nursery
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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 you answers can be clearly understood by parent and carers):

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

We are interested in the well-being and education of every child who comes into our school. We have rigorous monitoring in place that tracks the progress our children make in key areas of the curriculum. Our staff are skilled in identifying any concerns regarding a child's educational or social needs.

We also use data and other forms of assessment to identify additional needs. Parents/Carers are strongly encouraged to speak to the class teacher or key worker and/or the Special Educational Needs and Disability Co-coordinator (SENDCo) about any concerns they have. They will be informed about the next steps the school will take and what is involved. The SENDCo can be contacted via the office on 01925 633262.

Strategies for early identification of children with additional needs include -

- Quality first teaching approaches in all classes
- Discussions with parents
- Pupil voice
- Teacher assessments
- Discussions with Head teacher, other staff or external agencies (including written reports)
- Results of standardised or diagnostic tests e.g. reading, spelling or Maths tests, National Statutory Assessments (End of EYFS, Y2 and Y6), B Squared etc
- Statements / Education, Health and Care Plans of SEN give guidance and targets to work towards

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

Parents are welcome to

- Discuss with the class teacher, SENDCo or Headteacher any concerns they may have about their child's needs.
- Have access to the school's SEN and Disability Policy and their child's entitlement within the SEN and Disability framework.
- Parents will be fully involved in decision making and in setting appropriate targets.
- Parents will be given information about the roles of other professionals.
- Parents will be invited to review the progress of their child on a regular basis.
- Parents will be informed about the Parent Partnership Service when their child's needs are first identified.

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

The Responsibilities of the SENDCO are:

- Planning and developing the SEND provision together with the Head teacher and Governing Body.
- Overseeing, as part of the SLT, the analysis and assessment of the pupils' needs through Pupil Progress Meetings.
- Monitoring the quality of teaching and standards of pupil achievement, in relation to pupils with SEN.
- Working with SLT in developing, managing and reviewing a Provision Map (Provision Management).
- Overseeing and updating the school census with the Administrative Assistant – (SIMS).
- Enhancing positive and constructive relationships with parents.
- Having an 'open door' policy for staff and parents with any concerns.
- Keeping the Head teacher and Governing Body informed of developments annually.
- Identifying the need for training /INSET related to special needs and disability.
- Disseminating information to relevant staff.
- Supporting the deployment of TAs supporting pupils with SEN and disabilities through the Provision Map.
- Ensuring any requirements for the inclusion of SEN information for the school website are met.
- The SENDCo holds the National Professional qualification for SENCos.

The Governors of Alderman Bolton Primary School will ensure that:

- Parents have access to the SEN policy.
- A SEND Governor is nominated
- The SEND policy is in place in line with the requirements of the Code of Practice.
- All staff are aware of the contents of the SEN and Disabilities policy.
- The Governing Body will be kept informed about the success of the implementation of SEN and Disabilities policy.

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

The class teacher is responsible for making adaptations to their daily planning to include pupils with SEN, and for planning an Individual Education Plan or Individual Behaviour Plan which may be delivered by one/more of our TAs.

A range of strategies are used to support the needs of pupils with SEN and Disabilities including:

- Different learning materials or more effective strategies (e.g. ICT software).
- Precision teaching.
- Special equipment or resources.
- Some group or individual support within a lesson or withdrawn from a lesson.
- Delivery of strategies/targets as recommended by 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?

All staff within Alderman Bolton review progress of pupils with SEN and disabilities:

- Individual Education Plan reviews to discuss targets and progress
- National Curriculum standards and attainments in Literacy and Numeracy, and EYFS Scores in the EYFS
- Pupil Progress meetings
- Educational and other assessments such as NFER tests, B Squared etc
- Views of parents and pupil
- Involvement of other professionals
- Parents will be closely informed where there is a concern about their child's needs and be encouraged to contribute to the assessment
- Parents will be involved in decision making and setting appropriate targets
- Parents will be given information about the roles of other professionals
- Parents will be invited to review the progress of their child
- Parents' evenings and drop-ins after written reports are given.

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

We know that children learn best when they are happy. In our school we have a number of highly trained members of staff who can support children's emotional, social and mental health well-being. We have a Level3 TA who runs KS1 Nurture Group four afternoons per week which develops children's social skills. In KS2 we have a Learning Mentor whose work is focussed on pastoral care, and developing personal and social skills, including anger management, self-esteem etc. Pupils know they can 'self-refer' to her, should they feel they need support. School also has a part-time in house Play Therapist who is able to work with children who are identified as a good candidate for her support. She is also able to work with small groups of children focussing on social skills and self-esteem.

Medicines can be administered, once parents have completed the appropriate form, which gives full details.

School has a full time Safeguarding Lead, who is able to support families and signpost them to further support, as necessary.

School also has an Education Welfare Officer, whose role is to improve attendance.

All categories of staff have completed First Aid Training.

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

- Educational Psychologist
- Speech and Language Therapy
- Physiotherapy

- Occupational Therapy
- Sensory Support
- Behaviour and Learning Consultant
- School Health
- CAMHS

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

Staff are informed about recent SEN and Disabilities information through:

- Staff meetings.
- INSET by SENDCO, colleagues from Inclusion Services or other external agencies as appropriate.

Staff training will support the development of the skills of all teachers in meeting the needs of pupils with SEN and Disabilities.

The SENDCo belongs to a local network for SENDCos to ensure that she is kept up to date with developments in SEN and Disabilities.

At Alderman Bolton we have:

Trained members of staff: in Letters and Sounds, Speech and Language, Narrative Therapy and Project X. Most staff have also received Team Teach Training which includes the positive handling of 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?

Our school endeavours to be as inclusive as possible and to include all children in planned lessons and activities. We work closely with parents to ensure any barriers to participation are removed. Risk assessments are completed and put in place when necessary and disabled and SEN children have, and do attended after school clubs and trips, including residential.

10. How accessible is the education setting environment?

- Wheel chair access is available for the downstairs parts of the buildings.
- Upstairs areas of the building can be accessed via a stair lift which can also accommodate a wheelchair.
- School has a disabled access toilet on both floors which have wheel chair access and grab rails.
- There is a disabled parking bay.
- School reviews this provision according to the current need of the children.

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?

The following :

- **Alderman Bolton enjoys a good working relationship with Sir Thomas Boteler High School and other local high schools. Children have experience of visiting Sir Thomas Boteler from early in KS2.**
- **Children begin their transition to high school during Y5 through regular contact and participation with events, for example children recently took part in a concert held at the high school and have participated in many of the sports tournaments organised.**
- **During Year 6 children complete transition booklets and additional visits are planned for.**
- **Children who are identified as SEND or vulnerable are provided with opportunities for a longer transition with additional contact/visits.**
- **If children joining our reception classes have not attended our nursery a home visit is completed by the Reception teacher.**
- **Nursery staff invite new parents to visit the Nursery/school and meet with them prior to their child starting the school.**

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

- **Developing, managing and reviewing a Provision Map (Provision Management).**

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

- **Developing, managing and reviewing a Provision Map (Provision Management), as well as following any recommendations in any Statement/ EHC of SEND.**

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

- **Alderman Bolton has an open door policy where parents are free to be involved with their child's education.**
- **Parents will be involved in decision making and setting appropriate targets.**
- **Parents will be given information about the roles of other professionals.**
- **Parents will be invited to review the progress of their child.**

15. Who can I contact for further information?

- **The parents' first point of contact will be their child's class teacher**
- **The parents may wish to meet and discuss any issues with the school's SENDCO.**
- **The school's Safeguarding Lead can also be contacted for support and advice.**
- **Parent Partnership can also be contacted for support and advice.**

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 what you think is going well in school and what you may need additional support with.**
- **We will talk to your parents/carers about your learning.**
- **Your class teacher will identify whether you need extra help through their assessments of your work. They may give you extra help in class or you may work in a small group with an adult in class or outside of class, or you may have some 1 to 1 time with an adult.**

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

- **If you think you need extra help you should speak to your teacher or members of staff in school. You can speak to Miss Lamb (our learning mentor) or your parents who can come to school and discuss your concerns with your teachers.**

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

- Some children with SEND have different work to help them access the curriculum or they may have different resources.

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

- The SENDCo will meet with the class teacher and any other people who work with you to talk about your needs, achievements and progress.
- You and your parents will also have an input in this and new targets will be set for you.

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

- The class teacher and any other adults who work with you.

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

- Talk to your class teacher or a member of staff. Miss Lamb (our learning mentor) will be in the Den and Mrs Egan (our Safeguarding Lead) is available in her office.

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

- You will have your own targets which will be reviewed with you, your class teacher and your parents.
- Your progress can be discussed at any time with your class teacher.
- Your progress will be monitored very carefully so that we can help you if you have any gaps in your learning.
- If you have a Statement or Educational Health Care Plan this will be reviewed each year with you, your parents and any other adult who works with you.

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

The school has a Learning Mentor Miss Lamb who you can talk to any time. She works in the Den with small groups of children or with individuals. You will find a 'worry box' in your classroom and you can write down your worries and someone will help you. In school we also have 'Safe to Speak'. Children make an appointment to come to the Den and they will be listened to in a therapeutic way encouraging and enabling the

child to problem solve independently.

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

Yes. Lots of our staff have had training in different areas of SEND.

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. They can get advice and support from a wide range of outside agencies and we have a school nurse who can help.

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

- We ensure that equipment used is accessible to all children
- Extra curriculum activities are accessible for all children with SEND.
- School is accessible to children with physical disability via ramps and handrails.
- The school has a disabled toilet at the front entrance.

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

- Where possible you will be invited to visit school before you start.
- If necessary, extra visits can be planned.
- Information will be passed to your class teacher in advance.
- A planning meeting will take place with yourself, your parents and anyone working with you.
- School will do everything possible to make the transition as smooth as possible.

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

Not applicable

FURTHER DETAILS CAN BE FOUND AT www.warrington.gov.uk/localoffer