

## Local Offer Warrington

Full Name of Education setting

**Culcheth High School**

<b>Physical address</b>	Warrington Road Culcheth
<b>Town</b>	Warrington
<b>District or Borough</b>	Warrington LA
<b>Postcode</b>	WA3 5HH

<b>Contact Person</b>	Mrs N Brearley
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### ***Culcheth High School's Local Offer***

Culcheth High School is committed to Inclusion – we regard all teachers as teachers of special educational needs. Teachers are supported by a large, strong team of support staff.

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 <sup>th</sup> 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	
Children's Centre		After school club	

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”)

<b>Respite &amp; Support</b>		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	
<b>Health</b>		Children's Nurses		Specialist Clinics	
Sensory		Pre-birth & birth		Dental Care	
Complex health needs		Doctors and Hospitals		Emotional Health & Wellbeing	✓

<b>Equipment and Therapies</b>	Wheelchair Services		Speech & Language	
Continence Services	Occupational Therapy		Physiotherapy	
Other Equipment	Other therapies		Grants	
<b>Education &amp; Childcare</b>	In school therapies		SEN Support	✓
Childcare & Early yrs.	Learning from home		Schools	✓
Colleges & Post 16	Transport		Transition	
Higher Education	Other (please specify)			
<b>Leisure &amp; Play</b>	Clubs & activities		Things to do	
Holidays	Sport & fitness		Friendships & relationships	
Gateway				
<b>Preparation for Adulthood</b>	Getting involved		Independent living	
Parents, siblings and Family carers	University and work		Staying healthy	
Money	Getting around		Being an adult	

### Frequently Asked Questions by Parents and Carers

How does your education setting know if children/young people need extra help?	Culcheth High is committed to early identification of special educational needs. A range of evidence is collected through liaison with primary schools, assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, we will decide whether additional and / or different provision is necessary.
What do I do if I think my child has special educational needs?	If you are concerned about your child's progress you can speak to your child's tutor or subject teacher. You may also contact the Inclusion Manager.
How will the education setting staff support my child / young person?	<p>Your child's class teachers, with support from Teaching Assistants if relevant, will oversee the day to day progress of students. Formal assessment takes place once a term and this will be available to you through the website.</p> <p>Depending on the intervention required, your child may be working at times in a small group aimed at supporting literacy and/or mathematics. Sometimes a student requires support to access the curriculum, to manage his or her behaviour, emotions, organization or to work on social skills. In this case a mentor or Teaching Assistant may support your child through 1:1 or group work or support in the classroom. We run a daily lunch club in our Inclusion area and offer homework support 4 afterschool sessions per week. Support for your child is co-ordinated by the Inclusion Manager who is also the SENCo.</p>

<p>How will the curriculum at your education setting be matched to my child / young person's needs?</p>	<p>All our teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by Heads of Faculty and the Senior Leadership Team. All relevant staff have access to information about your child, their needs and how best to support them. If necessary, your child may have an Individual Education Plan which is written and monitored by the Literacy Co-ordinator or Inclusion Manager.</p>
<p>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?</p>	<p>All students have a planner which you will be able to check daily for homework and information. We would encourage you to communicate with teachers through it. You are able to make direct contact with class teachers and form tutors by email and arrange a meeting if necessary. We hold an annual parents' evening (2 in year 7). You will have access to your child's progress termly through the website or 'My Ed' app.</p> <p>If we or you have concerns about your child's progress, we will arrange to meet and discuss a way forward.</p> <p>If your child has an EHC plan (formerly statement of SEN), an annual review is held according to the guidance in the Code of Practice.</p>
<p>What support will there be for my child's/young person's overall emotional health and wellbeing?</p>	<p>We try to avoid the exclusion of any young person. If your child requires help with emotional, social or behavioural issues, as well as having access to their tutor and other staff, we have a dedicated team of support staff who offer 1:1 support or group work. We use the Family Support Model when necessary (you may know this as CAF). We have close links with partners in health and other support agencies.</p>
<p>What specialist services and expertise are available at or accessed by the education setting?</p>	<p>Our staff are highly experienced and professional. If necessary we liaise with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Occupational Therapy, Speech &amp; Language, ASD specialist nurse, Sensory Support Service and many others.</p>
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our Inclusion Manager / SENCo is a qualified teacher who is also a trained counsellor (diploma level 3) and NPSLBA (National Specialist Leader of Behaviour and Attendance). Three members of staff are CAF/FSM trained and are lead professionals. One of our TAs is trained in SpLD.</p> <p>All staff receive regular training and updates for the main categories of special educational needs. During the academic year of 2015/2016 all staff have received training on ASD, mental health and literacy. This year we hope to further improve our</p>

	knowledge in mental health and ADHD.
How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?	We make every effort to include all pupils in school activities. If an individual risk assessment is required, we will write this in order to ensure that everyone is fully included. If necessary we will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, activities week and sports day
How accessible is the education setting environment?	We have a state of the art building which is fully accessible to wheelchair users. We make every reasonable adjustment possible to support our students and their parents/carers.
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?	<p>The PL (Progress Leader) and Inclusion Manager liaise with Year 6 teaching staff, support staff and SENCoS from feeder schools.</p> <p>Extra transition is arranged as necessary in addition to the Induction day which is held in July for all new students. This can be highly personalised for individuals or small groups to familiarize children with the school site and staff.</p> <p>The Inclusion Manager attends year 5 and 6 annual reviews when invited. Parents/Carers of prospective students are encouraged to arrange a meeting with the Inclusion Manager if they feel their child would benefit from extra <i>input</i>. This can be done by 'phone, email or during the school's open evening in October.</p> <p>Transition to further education is coordinated by the Progress Leader for year 11. Taster days and activities at a number of colleges feature regularly in the school calendar and are available to all years, but most particularly for Years 10 and 11.</p> <p>If your child has additional needs, the Inclusion Manager will liaise closely with the Progress Leader of year 11, Local Authority, careers advisor and the SENCo and support staff of local Colleges.</p>
How are the education setting's resources allocated and matched to children's/young people's special educational needs?	The local authority provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an EHC plan (or statement of SEN), we will ensure that the provision is specified.
How is the decision made about what type and how much support my child/young person will receive?	Liaison between the Inclusion faculty, Senior Leadership, faculty heads and pastoral leaders is very frequent. If there is a need for some extra support for your child, this will be agreed and planned accordingly.

	<p>The members of the Inclusion faculty meet frequently and there are weekly briefings for teachers led by PLs of different year groups to highlight specific needs.</p> <p>Discussion with parents/carers and students is encouraged to ensure a fully co-ordinated response to needs.</p>
How are parents involved in the setting / school / college? How can I be involved?	Discussion with parents/ carers and students is encouraged to ensure a fully co-ordinated response to needs.
Who can I contact for further information?	<p>Your first point of contact if you want to discuss something about your child is your child's form tutor. If your concern is subject specific, liaise directly with the subject teacher.</p> <p>You can contact the Progress Leader, Inclusion Manager or members of the school leadership team, if you still have concerns.</p> <p>We have the Tootoot system (to report bullying anonymously) as a link through our website as well as a direct email link to school members.</p>

### Frequently Asked Questions by Children and Young People

How does the education setting know if I need extra help?	Your teachers track your progress and they will know if you need extra help. We will have talked to your primary school and will know what extra help you have been getting.
What should I do if I think I need extra help?	You can talk to someone at home and they can talk to your teacher. You can also talk to your teachers, teaching assistants and form tutor.
How will my course work be organised to meet my individual needs?	Your teachers will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think. We run a homework club 4 days a week between 3pm & 4pm in Inclusion where Teaching Assistants can help you if needed.
How will I be involved in planning for my needs and who will explain it and help me?	Your teachers and your form tutor will talk about your targets for learning often. If they, you or your parents/carers think you need more support, this will be arranged.
Who will tell me what I can do to help myself and be more independent?	All the staff at Culcheth High can help you to become independent. If you feel really worried, then talk to your preferred adult. This could be your tutor, a teacher or someone from the Inclusion area.

<p>What should I do if I am worried about something?</p>	<p>Talk to your tutor, any support staff, or any other familiar adult in the school. If you do not feel confident enough to do this, ask your parent/carer to contact us.</p> <p>There is an anonymous link called Tootoot on our website if you need to report anything anonymously.</p>
<p>How will I know if I am doing as well as I should?</p>	<p>You will have an assessment update each term. Your teachers and form tutor will discuss your progress frequently with you. If you are unsure, ask your teacher or Teaching Assistant.</p>
<p>How can I get help if I am worried about things other than my work?</p>	<p>You can always talk to any member of staff at school with whom you feel comfortable. We have a school nurse who runs a weekly drop in session.</p>
<p>Are there staff in school who have had special training to help young people who need extra help?</p>	<p>All our teachers and support staff have been trained to teach children with learning needs. Our Inclusion staff, led by the Inclusion Manager have lots of experience and qualifications that mean they are trained to help children with a variety of needs.</p>
<p>Can staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)</p>	<p>We work with any other professionals who help you out of school so that we are all doing the best we can for you.</p>
<p>If I have difficulty in taking part in activities what different arrangements can be made?</p>	<p>You can talk to your teachers, tutor or the support staff if you would like to be involved in school activities where you may need extra help.</p> <p>You will be introduced to all staff that will be working with you so that they understand your difficulties. If you feel comfortable, we could also let your friends know how they can help you.</p> <p>Our building is very modern and is fully accessible to wheelchair users with disabled toilet and shower facilities also.</p>