



ST PHILIP WESTBROOK C of E AIDED PRIMARY SCHOOL

Warrington Families Information Service

St Philip (Westbrook) C E (Aided) Primary School

School Details

St Philip's first opened in September 1987 and quickly established itself as a popular and successful school, growing from an initial forty five children on role to its current size of four hundred plus within a very short space of time.

The school's popularity and success is due to a number of factors but primarily (according to parental feedback) due to our broad and rich curriculum provision and our emphasis on the development of the whole child. Parents state that the school provides a caring Christian environment which supports and encourages children to succeed.

Other factors which contribute to our success are:

- Our dedicated and hardworking staff
- Excellent behaviour management systems
- A fantastic learning environment and facilities
- Close links and the support of our church
- Excellent parental support and partnership
- Hardworking and effective governors

Information taken from St Philip CE Primary School www.stphilipwestbrook.co.uk

Extended Services through schools

Extended services are additional services and activities offered by schools to pupils, their families and the community. These services often take place outside of normal school hours and can include access to childcare, sports activities and support for learning. Find out what might be on offer and get information about possible costs and financial help.

Childcare provision related to this school

- Happy Hares Link Club
- Stepping Stones Childcare Out of School Club
- Kids Unlimited Link Club
Please see separate entry under 'childcare' for more details.
- Childminders also provide out of school care and some may have specified they pick up/drop off from this school.
Please contact the Families Information Service for more details.

For more detailed information of childcare linked to this school please contact the [Families Information Service](#), who can offer comprehensive up to date information on registered childcare in Warrington, including childminders, day nurseries, pre-schools, playgroups, out of school and holiday clubs, carer & toddler groups, leisure activities and much more.....

Other Useful contacts

WBC school admission, transport & pupil services team 01925 443322

Who to contact

Name

Mrs. J Wightman

Position

Headteacher

Telephone

01925 445391

Email

StPhilips_office@warrington.gov.uk

Website

www.stphilipwestbrook.co.uk

Where to go

Name of venue

St. Philip Westbrook C of E Aided Primary School

Venue address

St. Philip Westbrook C of E Aided Primary School Westbrook Centre

Westbrook

WARRINGTON

Cheshire

Postcode

WA5 8UE

Local Offer

Local Offer Description

St. Philip (Westbrook) CEA Primary School is an inclusive school which believes in supporting all children to be the best that they can be. Our aim is to create a community based on Christian Values where all children can learn and develop. Our Christian Values underpin our teaching and learning and our Behaviour Policy. We recognise the importance of emotional, physical and spiritual development; our Mission Statement is 'Together we aim high and with God's love we can fly'.

Contact Name

Mrs J Wightman (Headteacher) or Mrs. Pritchard (SENCo)

Contact Telephone

01925 445391

Contact Email

St.Philips_office@warrington.gov.uk

Local Offer Age Bands

5-7

8-11

Schools Extended Local Offer Response

How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Speech and language screening takes place in the Foundation Stage to enable early identification of needs in this area. As well as this, progress of all individual children is continually monitored. If the class teacher or teaching assistant is concerned about the progress of any child, then these concerns will be discussed at class level initially with the child's parents/carers. If appropriate, the class teacher may then involve the school's SEND co-ordinator and a programme of support may be put in place (parents/carers continue to be involved throughout this process). Provision and intervention is allocated for a fixed term and then reviewed. If the child is still not making the expected progress, then school may seek further advice and possibly

assessment from outside agencies. The aim of this will be to enable the child to overcome any barriers to learning and continue to make progress.

In the first instance, the child's class teacher is always the immediate point of contact. The class teacher (with the SENCo if appropriate) will discuss and plan the child's education plan with the parents/carers and where possible the child. The effectiveness of this will be monitored over an agreed period of time and progress will be reviewed at least termly. The class teacher will continue to monitor the child's progress and keep parents/carers informed regarding their child's progress. The school SENCo will also be kept informed as appropriate. The School Governors will continue to monitor the progress of SEND children.

How will early years setting/school/college staff support my child/young person?

We have an experienced SENCo who will work with your child's teacher and/or teaching assistant to develop a plan to support your child's identified needs. Where deemed necessary and appropriate, she will refer your child to outside agencies such as an Educational Psychologist, the Local Authority Inclusion Team or Speech and Language Therapy services. The process will be explained to you by your child's classteacher with the SENCo.

How will the curriculum be matched to my child / young person's needs?

Teachers plan and deliver differentiated lessons according to each child's needs. Children are grouped according to their needs and additional small group support is targeted according to need via the school provision mapping. Where necessary, Individual Education Plans are generated in consultation with parents/carers and children and these detail specific targets, resources and support on an individual basis.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Class teachers share and review pupil progress with the parents/carers and child at regular intervals. As well as this, regular two-way contact may be maintained using the child's personal Planner. Communication between home and school is encouraged and parents/carers may seek further reviews with class teachers and/or the SENCo if the need arises. Progress of children with an IEP is reviewed more frequently and ways in which parents/carers can support children at home will be discussed. Children with a Statement or EHCP have a formal Annual Review of Statement/EHCP.

What support will there be for my child/young person's overall wellbeing?

St. Philip's has a positive behaviour policy based on the Christian Values which encourages children to seek the best from themselves and encourage others. Some children may be mentored on an individual basis if this is seen as contributing to their emotional and/or behavioural well-being. If a child has a medical need school will liaise with the School Health Advisor to ensure that staff are well-informed regarding the child's needs.

What specialist services and expertise are available at or accessed by the setting/school/college?

The majority of children's needs are identified and targeted through differentiation and intervention in the classroom. If a child's needs cannot be met through this class action, school may access a range of Local Authority and health services such as:

- Educational Psychologist
- Speech and Language Therapists
- Inclusion Teachers for Learning

- Orthoptist
- School Health
- Vision and Hearing Specialist Teachers

Additional specialist services may be consulted if the school deemed this to be necessary.

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

The school SENCo attends regular training and up-dating sessions led by the Local Authority. Information regarding local and national provision for children with SEND is shared as appropriate through whole staff or individual inset.

How will my child/young person be included in activities outside the classroom including school trips?

School endeavours to include all children in all activities and works closely with parents/carers to ensure that wherever possible barriers to participation are removed. Risk assessments for individuals are put in place as appropriate and these are shared with parents/carers to ensure that the correct provision is in place.

How accessible is the setting/school/college environment?

The school building is accessible by wheelchair and there is one disabled toilet. The school car park has a designated disabled parking bay. Further adjustments are made according to need through provision mapping, for example for children with a visual or hearing disability.

How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?

School liaises with pre-school settings and parents/carers before children start school. Children moving between year groups and/or Key Stages are supported through visits and/or Transition Booklets. Careful programmes of transition are put in place for children moving to Secondary Education and St. Philip works closely with Great Sankey High School and other educational settings to ensure smooth transition for all children. Meetings are held between staff, and parents/carers where appropriate to share knowledge, data, progress and any other relevant information so that a complete picture of each child is shared.

How are the setting/school/college's resources allocated and matched to children's/young people's special educational needs?

Provision mapping identifies categories of need on an individual, class and whole school basis. Funds are allocated to best meet the needs of children, and spending is regularly reviewed to ensure that the best practice and support are in place.

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

Following detailed assessment of the child, the class teacher, in consultation with the school SENCo decides on the nature and regularity of support needed for a child with SEND needs. This support may be as part of a small group or possibly on a one to one basis. Support is reviewed regularly with parents and may change according to the ongoing needs of the child.

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

All children, parents/carers and school are invited to sign a Home/School Agreement to cement the partnership between home and school. Parents are kept informed of their child's progress through regular meetings and the Pupil Planner and are encouraged to keep an open dialogue with school if there are any concerns. Parents

receive regular Newsletters from school and are invited to attend several assemblies during the year. Parent Governors are elected onto our School Governing Body and there are also possibilities for parent volunteers to help in school.

Who can I contact for further information?

Your child's teacher will be your first point of contact. You can also contact the following people:

The SENCo (Mrs. Pritchard)
The Headteacher (Mrs. Wightman)

Independent of the Local Authority you can also contact:
Warrington SEND Information, Advice & Support Service (SEND IASS) - formerly Parent Partnership

Children and Young People Questions

How does the education setting know if I need extra help?

We will talk to you about your learning and how you feel you are doing. We will also talk to your parents/carers.

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

You may always talk to your class teacher about any worry that you have, or use the Class Worry Box if you prefer. Also talk to someone at home if you are worried about anything.

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

We will look at your strengths and your preferred learning styles and try to make sure that the things that you may find more difficult are made easier for you through the right kind of support and help. This way you will be able to make the kind of progress that you feel comfortable with.

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

Your teacher will talk to you about your targets and how we can work together to make these achievable for you. You can talk to your teacher about how you learn best and what kind of resources are helpful to you.

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

Your teachers, teaching assistants and parents/carers will talk to you about strategies you might use to become more independent.

What should I do if I am worried about something?

Always share any worries that you might have with your parent/carers and/or teachers. If you don't feel like talking, write a worry or draw a picture for the Worry Box.

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

Your teacher will talk to you and your parents/carers about the progress that you are making and what you are doing well. They will also be able to talk to you about how you can make things even better. If you have an IEP you will be invited to come along to meetings with your teacher and parents/carers to talk about your individual targets, and if you have a Statement or EHCP you will be invited to your Annual Review.

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

If you are worried about something at school, talk to a trusted adult or friend and ask them to help you to sort it out.

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

All staff in school are ready to listen to any concern or worry that you might have. Some children might have a mentor in school if we feel that this would be even more helpful for them.

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

If you have a worry that we aren't able to sort out in school, we will find someone from outside school who will be able to help you.

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

In school, the building is accessible by wheelchair and there is a disabled toilet. If you find it difficult to join in with activities we will talk to you and your parents/carers about ways that we can make you feel more comfortable. If we are going out of school for a visit, we will talk to you and your parents/carers about how to make things right for you so that you can join in as much as you possibly can.

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

Before you leave our school, we will talk to your new school about what works well for you and what you are worried about, so that your move can go as smoothly as possible and you feel comfortable in your new setting. We will let your new teachers know all about your successes. If needed, we will arrange extra visits to your new school, your parents/carers may wish to go with you for some of these.

[Local Offer Details](#)

Journey Planner

Address: St. Philip Westbrook C of E Aided Primary School Westbrook Centre Westbrook WARRINGTON Cheshire

