



# WALWORTH SCHOOL

Local Offer



A Primary School for  
children aged 4 - 11  
years





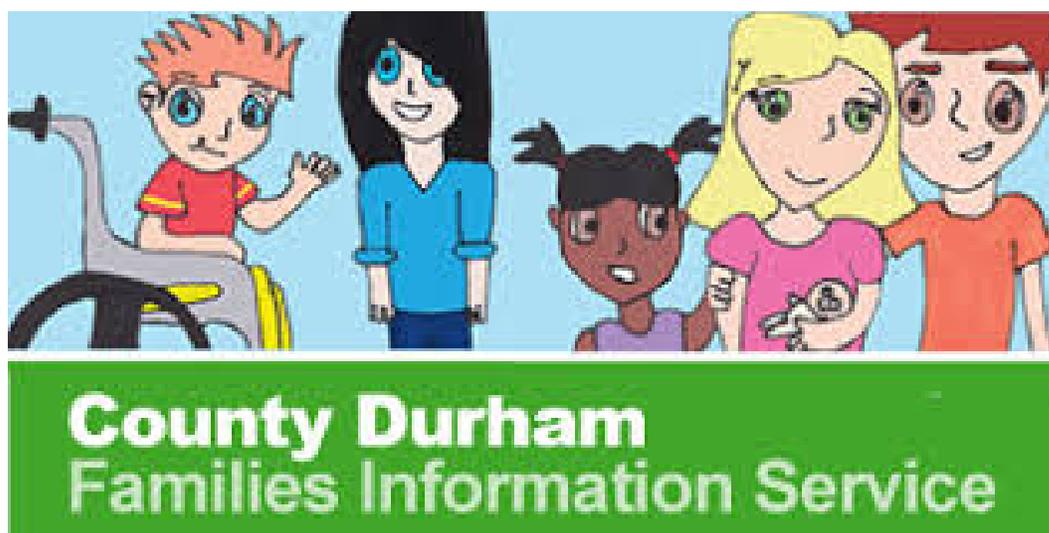
## THE LOCAL OFFER

The Local Offer was first introduced in a Green Paper (March 2011) as an outline of all local services available to support children and young adults with SEN and their families. A new framework will allow the Local Offer to provide parents / carers with information about how to access services within their area, and what they can expect from those services.

With regard to education, it will let parents / carers and children know how school will support them and what they can expect across the local settings to include vocational support.

The Local Offer is published on the Durham Families Information website. The current link can be found at

<http://www.countydurhamfamilies.info>





## WALWORTH SCHOOL - LOCAL OFFER

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# THE SCHOOL



Walworth School is the only school of its type in County Durham. It is a specialist school offering places to children with an Educational Health Care Plan or Statement of Educational needs. Being the only school of its type children travel from all over County Durham on transport provided by the Local Authority.

Walworth School and residential facility was opened in April 1979 having previously been located in, what is now, Walworth Castle Hotel. Walworth caters for children between the ages of 4 and 11, all having an Educational Health Care Plan or Statement Of Educational Needs, mainly around Social, Emotional, Behavioural difficulties and Mental Health Needs , though many of the children have other complex needs. A significant and beneficial aspect of the School is the residential facility offering either extended day provision or sleeping accommodation for a number of children from Monday to Friday.

The School itself has facility to accommodate 81 children, 10 sleeping each night and 5 accessing extended day each night.

The school building is all on one level with ramps to support disabled access if that ever- proves necessary. The residential facility is on two levels which are accessible by stairs. The School itself is divided into nine classrooms all well - resourced for ICT. The rest of the school is divided into a hall for assembly and indoor PE, a fully carpeted dining room, a children`s cooking area, various meeting rooms, and corridors resplendent with children`s work.

Attendance at Walworth is between 92% and 94% which is very high for a school of this type and we believe it is because our children like to come to school.

## **In our most recent Ofsted report dated July 2013 Ofsted commented:**

*“The majority of pupils make good progress in their behaviour and in their learning in English and Mathematics. Some pupils make outstanding progress”*

*“Very positive staff relationships support good behaviours and good learning”.*

*“Consistent approaches help pupils to develop independence and they learn to manage their own good behaviour”*

*“Pupils say they enjoy school and feel safe”*

## **A residential Ofsted report dated October 2014 commented:**

*“Residential pupils greatly enjoy their time in residence. The wide range of activities available to them are stimulating and promote their self – esteem”.*

*“The improvements that residential pupils make in social relationships and self – reliance are particularly noteworthy”.*

*“Care staff are highly experienced, skilled, and committed to the welfare of residential pupils. As a result, residential pupils make good progress in all areas of their lives”.*

## STAFFING

**Walworth recognises that its most valuable asset is the staff team. This is the most valued resource of appropriately trained and dedicated professionals.**

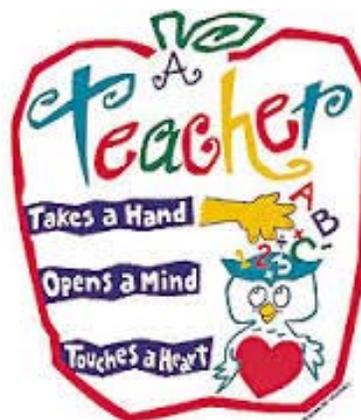
The Senior Leadership Team at Walworth consists of the Head, Deputy Head, SENCO and the Head Of Care. There are currently three Teaching and Learning Responsibility posts in relation to Literacy, Numeracy and data collection.

As of January 2015 there are eight classes in Walworth school and nine children in each class. The children are supported by a teacher and one Learning Support Assistant and sometimes two. In the main your child will stay in the same class for one year. Though, recently it has proved very effective for children to stay in a class for two years especially to boost academic performance and to enhance relationships with successful staff.

Staff at Walworth are very experienced at managing the variety of difficulties associated with the type of child who attends Walworth. Expertise lies both in enhancing academic potential of every child and developing acceptable levels of social skills. Every person who works with your child is dedicated to supporting your child's progress whether it be in basic skills development or achieving their full potential with SAT'S testing at the end of year 2 or year 6. Each child is measured against what they are capable of on entry, not what may be expected of them chronologically, and progress judged when they leave.

**Staff will support children to develop in:**

- Communication and interaction,
- Cognition and learning,
- Social Mental and Emotional Health and
- Sensory and physical difficulties.



Many staff have areas of expertise beyond the above and these are used to support children in an even wider context. These include working with dyslexia, education in the outdoors, sporting expertise, occupational therapy skills, nationally recognised speech and language qualifications and other special school qualifications. The variety of specialisms allow for a wide and varied curriculum to meet children's needs offering balance between academic and enrichment activities. The curriculum is also enhanced by specialists coming into school to deliver such activities as tag rugby, basketball, judo and invasive and non - evasive sporting activities.



## HOW WILL WALWORTH MEET THE NEEDS OF YOUR CHILD?

All children at Walworth have a Statement of their Special Educational Needs or an Education Health and Care Plan (EHC plan). Most of our children need support to help them with social, emotional and behavioural aspects of their everyday lives and many have other associated difficulties.

**Perhaps the most important factor in developing each and every child's full potential is the essential cooperation necessary by all those people involved in the child's welfare to ensure the best possible outcomes. ALL staff at Walworth are fully committed to this overriding principle.**

A full Review or EHCP review meeting takes place each year to discuss any potential changes to each child's statement and these are all Chaired by a member of the school's SLT (Senior Leadership Team). Review of previous targets is an essential component of the meeting alongside setting aspirations for the following year. Parents / carers and other professionals involved with the child will be invited to provide the most composite and up to date picture available to support progress. It is vitally important that parents / carers attend these meetings so that opinions can be shared and discussion takes place about your child's changing needs. The results of this meeting will set out the plan for the following year of the child's life to ensure the best possible outcomes.

Within school every child will have an **Individual Education Plan (IEP)** which is the focus for their educational development and their behavioural aspirations. This Plan is a "working document" and is regularly discussed in school, and with parents, to ensure the child stays on track with their targets, amendments being made if necessary at any point. The IEP would indicate approaches to learning, specific intervention packages where necessary and work involving other external professionals.

**Specific interventions** available in Walworth include occupational therapy delivered weekly by TTOTS, speech and language therapy, both formal and through practical activities such as art or cookery, specific literacy and numeracy interventions delivered either 1/1 or in small groups and specific phonic teaching.

As our main aim is to provide an individualised learning programme for each child teachers differentiate through their planning to support this learning. It is delivered through a variety of teaching styles, staff being aware that children learn differently. Highly trained, qualified staff ensure diagnostic assessments are ongoing to ensure learning is delivered to meet children's needs.

We have access to an Educational Psychologist who conducts assessments on any children who require additional support providing us with expert help in providing additional strategies.

One of Walworth's overriding principles is an "**open door**" policy for parents and carers as we are very aware of the geographical issues created making simply dropping in extremely difficult. Various "open days" are set up throughout the year for parents / carers to come into school to share social occasions but also to view work and meet staff.

## HOW CAN I SUPPORT MY CHILD'S LEARNING?

ALL pupils at Walworth have full access to the National Curriculum unless they are withdrawn by parents after detailed discussion with the Head Teacher, this is usually only on religious grounds.

The children are taught in small class groups, usually no more than 9, with a teacher and one or sometimes two Learning Support Assistants. Parents / carers are encouraged to work alongside school to identify any needs they feel school could develop. You are always welcome to discuss your child's progress at any time, an appointment can be made either in or out of school time.

All parental support is extremely valued by School. We are very aware of, how in the past, formal homework has proved problematic and can cause difficulties within the home. We are very happy to set your child homework, if you so desire. Recently we have developed homework that is fun and this is called Mathletics and Spelladrome. We believe this allows children to have fun with these activities while still learning at their level and at their desired speed.



All parents and carers are encouraged to maintain all support for their children even after they join us at Walworth. We are principally an education setting and any supportive therapies should be maintained. In certain circumstances we can assist with transport.

### Why is reading so important?

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

### What difference could I make as a parent?

The short answer is: a lot! Parents are by far the most important educators in a child's life and it's never too young for a child to start, even if you're only reading with your child for a few minutes a day.

Learning to read is about listening and understanding as well as working out print. Through hearing stories, children are exposed to a rich and wide vocabulary. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. It's important for them to understand how stories work as well. Even if your child doesn't understand every word, they'll hear new sounds, words and phrases which they can then try out, copying what they have heard.

As children start to learn to read at school, you can play an important role in helping keep them interested in books, finding out what interests them and helping them find books that will be engaging and fun for them.

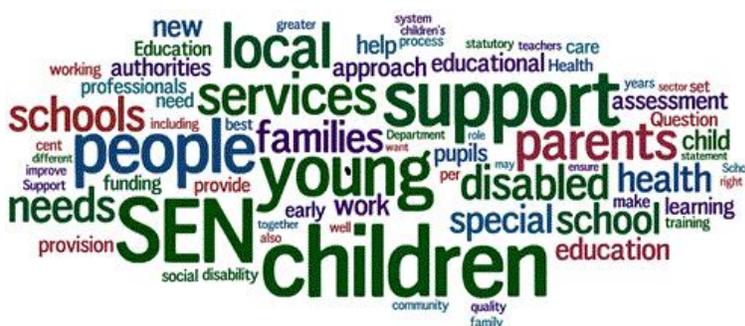




## HOW WILL I KNOW HOW MY CHILD IS DOING?

As stated above an **“open door” policy** exists both in and out of school time to allow any parent or carer an opportunity to join us and share information. This may be in numerical form i.e. scores or general discussion about any and all aspects of progress.

Prior to the Annual Review / EHC meeting you will receive a copy of the most current information about your child. This will give you an opportunity to read the information and allow you the opportunity to ask questions in the meeting. You will also have a parent / carer reply sheet sent to you prior to the meeting in which you can give your thoughts in relation to a whole series of aspects regarding your child's education.



Contact with parents / carers on a daily / weekly basis is very important. This is maintained through the use of telephone calls and through e – mails. While I am aware that some communication is followed through a home / school diary it is our considered opinion that this only happens as a last resort as children very quickly realise when the content is not complimentary and they do not want it presented to parents or back at school the next day and this has a negative effect on self – esteem.



**Homeschool Diary**

No play, no creativity. Know play, know creativity



Walworth staff also attend meetings in relation to Looked After Children where a variety of information is shared. This can include aspects directly related to home circumstances and education.



## WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL – BEING?

From the moment any parent / carer make contact with school our intention is to ensure we offer you and your child the highest levels of support. This will be from the first point of contact, usually telephone, right until you child leaves Walworth. Hope fully by the time your child starts Walworth you will have been reassured of what support we offer to help alleviate difficulties identified from Statements of from familiar adults, ie. parents and carers.

From the day your child starts Walworth they will be greeted by the Head / Deputy on their arrival to ensure they transfer safely to their classroom. This also allows any transfer of information from either parents / carers through the escort which may help to explain a particular mood.

Walworth offers a wide variety of pastoral support for all pupils to meet their many and varied needs. The child's main contact will be around the adults who form the classroom team. It may be that your child stays in a class for two years to support educational and social skills progress, but also to provide continuity, which most of our children prefer finding change a difficult prospect.

Each classroom offers at least one and sometimes two learning support assistants to provide every child with a supportive face, where help is readily available to promote progress. While this is the team the child sees the most, all children are encouraged to discuss major issues with any adult where they feel comfortable.

Historically playtimes / lunchtimes have provided our children with problems trying to cope in large groups where they feel vulnerable. We have developed a support structure around small group activities, both inside and out, to alleviate these difficulties. These are a mixture of physical and more sedentary activities which provide the children with a safe environment to develop physical and social skills.

Classroom support comes in many forms. It can be children working in groups of nine, usually many fewer than their previous school, or it can be one to one support for the child to achieve success with individualised programmes. We do not offer one to one support as of right but most children receive this at some point on a daily basis.

Staff, with appropriate medical training, are always on hand to ensure that an incident requiring their intervention is dealt with efficiently, keeping you fully informed of what actions we are taking. Again appropriately trained staff, dispense any medication your child needs through the day and in the evening in residence strictly following the guidelines laid down by your GP. Medication can only be dispensed after consultation with parents / carers and the appropriate paper work completed.

Every child's Individual Education Plan will have a risk assessment which, through consultation with yourselves, will inform practice both in school and in residence. Again this is a working document designed to keep each child safe and to minimise the potential difficulties, being proactive rather than reactive.



Walworth is very proud of the wide range of educational, social and leisure opportunities available to all children at various times during the year. We aim to stimulate every child with these activities, supporting their efforts and encouraging their participation as an enrichment activity.

A main feature to potentially support all children is the high quality residential provision offered at Walworth. This can be offered through extended day, until about 7.00pm and then the children go home, or a sleeping option for a maximum of two nights per week. It is essential that all parents and carers are fully committed to either option as it cannot be a simple opt in / out to fit the occasional needs of children or parents / carers. The support is exclusively to support children`s social development and NOT intended to be a respite care option. Experienced residential care staff offer children a variety of activities designed to improve their social skills and offer them opportunities to be part of the wider community, while sympathetically supporting any difficulties that may arise. NO child id ever placed into the residential setting without full consultation with parents or carers.

Throughout all of the above the Governors at Walworth oversee all that takes place. An experienced group of interested people, including parents, challenging the school to ensure staff are striving to support your child with every aspect of their education and social skills development.

**Ofsted 2013 stated**

*“pupils in school say they feel safe and they can turn to any member of staff for help. They also say how much they enjoy learning.”*



## WHAT SUPPORT IS AVAILABLE FOR PARENTS?

### Parents Support Advisor

Walworth has its own Parent Support Advisor (PSA). This person works full time and is available to support any parent or carer of children attending Walworth. The principle aspects of the post are:

- Helping to improve behaviour and attendance
- Overcoming barriers to learning to help parents support their children's learning
- Working with parents to increase their involvement in their child's education by promoting good relationships and providing a link between home and school
- Support for parents and carers including home visits
- Initiating Early Help assessments to identify the required support needed for a family and supporting the family during the process.
- Working with a multi-agency approach
- Advising and signposting parents with regard to available support for children with special educational needs and/or disabilities
- Financial advise
- Advocacy
- Listening ear and emotional support
- Activities during school holidays
- Reducing the isolation of families of children who attend special school
- Transition
- Parenting Programmes/Relax kids programmes



# TRANSITION



As stated above every effort is made to support both children and their families from the first point of contact with Walworth School. Parents / carers are invited to visit Walworth, with or without their child, for an initial visit to share information about the child and to find out what Walworth can offer to support the child's progress and development. This can be both in or out of school time but visitors will get a better flavour of school during the time children are attending. The visiting group can include other professionals and are sometimes supported by Durham (SEND) Information Advice and Support Service from the Local Authority. These visits are usually conducted by the Head Teacher or the Deputy.

The duration of these visits vary but are always left open for subsequent visits. If the child does not accompany the parents / carers we would usually set up another visit where the child attends to look around the school and gain information about how each days runs. This would clearly take into account the child's ability to understand. At this meeting parents, if fully satisfied with Walworth, can sign papers and we would offer the child a short opportunity to go into their potential class to engage with other children. At times a specific transition package is arranged but we find when children attend two schools their ability to cope lessens as they find the different rules too complicated to manage.

The actual admission information is collated and parent comments noted in relation to various aspects about the child e.g. medication, allergies etc.

At this meeting a potential starting date will be discussed and transport arrangements detailed.

If your child still attends Walworth in year 6 then they will be allocated a secondary phase school to continue their education. This is done by the Local Authority and usually they allocate the most appropriate school to meet your child's needs which is nearest to your home address. Walworth school **will never** indicate to parents / carers which school would they think your child should attend into year 7.

Your child's named school will begin a transition programme usually in the Spring Term and this is supported by familiar staff from Walworth. This may include group visits to the school, visits with parents / carers, social invitations for the children and after school visits if residential accommodation is thought to be required.

Progress will be reviewed regularly with all professionals, concerned with your child's well-being. At any point during your child's stay at Walworth you may consider they your child has made sufficient progress to allow them to potentially return to mainstream school. This would be done in consultation with all concerned professionals. If this is felt to be the most appropriate course of action between a transition-package would be devised between the receiving school and Walworth.

**Transition is an extremely difficult time in any child and families life.**

**With your help and support we can make it smooth and effective.**

## REWARDS AND SANCTIONS

There are a variety of rewards ranging from instant, to children accruing points towards a more “valuable” reward which may take both on and off site.

It is our intention to allow the children to develop their own internal regulatory systems and make them aware that, through trying their best, they can achieve success in all they do and do achieve rewards for achievement. Children are given lots of good choices throughout each day, and through consistency of approach these become embedded in the children allowing fewer bad choices to be made. While our children are of primary age experienced staff are able to instil the idea of good choices to all our children.

There are times, unfortunately, when despite all staff efforts, sanctions or consequences have to be implemented. These are usually around the loss of playtime, lunchtime choice or time away from their class group, usually with the Head or Deputy Head. This time is kept to a minimum as the child needs to be in the classroom to learn. When there are high levels of unacceptable behaviours over a long period a short fixed term exclusion may result. Parents and carers would be fully informed in the lead up to such an exclusion in an attempt to avoid this and once again get their child back on track.

ALL children can be successful and children at Walworth are given “fresh starts” at regular intervals, on a daily basis, to support them and maximise the opportunities to succeed.



## PROMOTING EQUALITY

The overall objective of Walworth School is to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all our activities.

This is set out in our Equality, Diversity and Cohesion Policy.



**ALL children in Walworth will access all aspects of the options available through;**

- **A curriculum designed to meet the needs of all children with a variety of SEN,**
- **Support from highly trained staff who are sensitive to the needs of children with SEN and their families,**
- **A variety of teaching methods to take into account the various preferred learning styles,**
- **A Parent Support Advisor (PSA) to ensure support networks are available to all.**
- **Information to support children`s development, progress and communication between school and home in relation to the variety of additional events.**
- **A Governing body committed to the principles of the above Policy.**

## EXTERNAL AGENCIES AND PARTNERSHIPS



To support your child we will endeavour to gain the maximum amount of external support to ensure the best possible outcomes for your child. Walworth is principally an educational establishment, though is fully aware of the need to provide a holistic approach to every child's development. In consultation with parents and carers we will, together, provide a package of measures that will significantly improve your child's quality of life.

### **The agencies used by the school may include:**

- Educational Psychologist
- Social workers
- Child Adolescence and Mental Health Service (CAMHS)
- Educational Welfare Officer (EWO)
- Children's therapy team ( Speech and Language / Occupational Therapy)
- School nurse
- Paediatrics Service
- Communities of Learning
- Universities and Colleges
- Primary and Secondary Schools (both mainstream and special)
- Sedgefield Sports Partnership
- Durham Information and Advice Support Service
- Looked After Children's Educational Services (LACES)



## FINANCE

Walworth is a Local Authority Special School and is therefore, centrally funded.

It can also receive additional top up funding to meet specific needs of individual or groups of children

Other varieties of income may come from a variety of grant applications and CPD opportunities developed in school.

We receive capital funding to maintain our buildings and its facilities.

All of our funding supports all of our children who have SEN.

We receive additional funding in the form of Pupil Premium.  
A breakdown of this money can be found on our website.

Finance is managed by a Finance Officer alongside the Head Teacher and supported by a Finance Committee of Governors who meet regularly to discuss priorities and spending projections both in school and in residence.

The purpose of this body is to **provide value for money** for the children.



## KEY CONTACT AND FURTHER INFORMATION



**Head Teacher:** Mr Peter Wallbanks

**Deputy Head Teacher:** Mr Stephen Hope

**Head Of Care:** Mrs Patrica Coglan

**Chair Of Governors:** Mr Rohit Patel

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### **School Address**

Walworth School

Bluebell Way

Newton Aycliffe

Co. Durham

DL5 7LP

Main School Telephone Number: 01325 300194

Residential Unit (Acorn House) Direct Line: 01325 372244

School Office Direct Line: 01325 372240

Parent Support Advisor: 07584703802

Email: [walworth@durhamlearning.net](mailto:walworth@durhamlearning.net)

Website: [www.walworth.durham.sch.uk](http://www.walworth.durham.sch.uk)