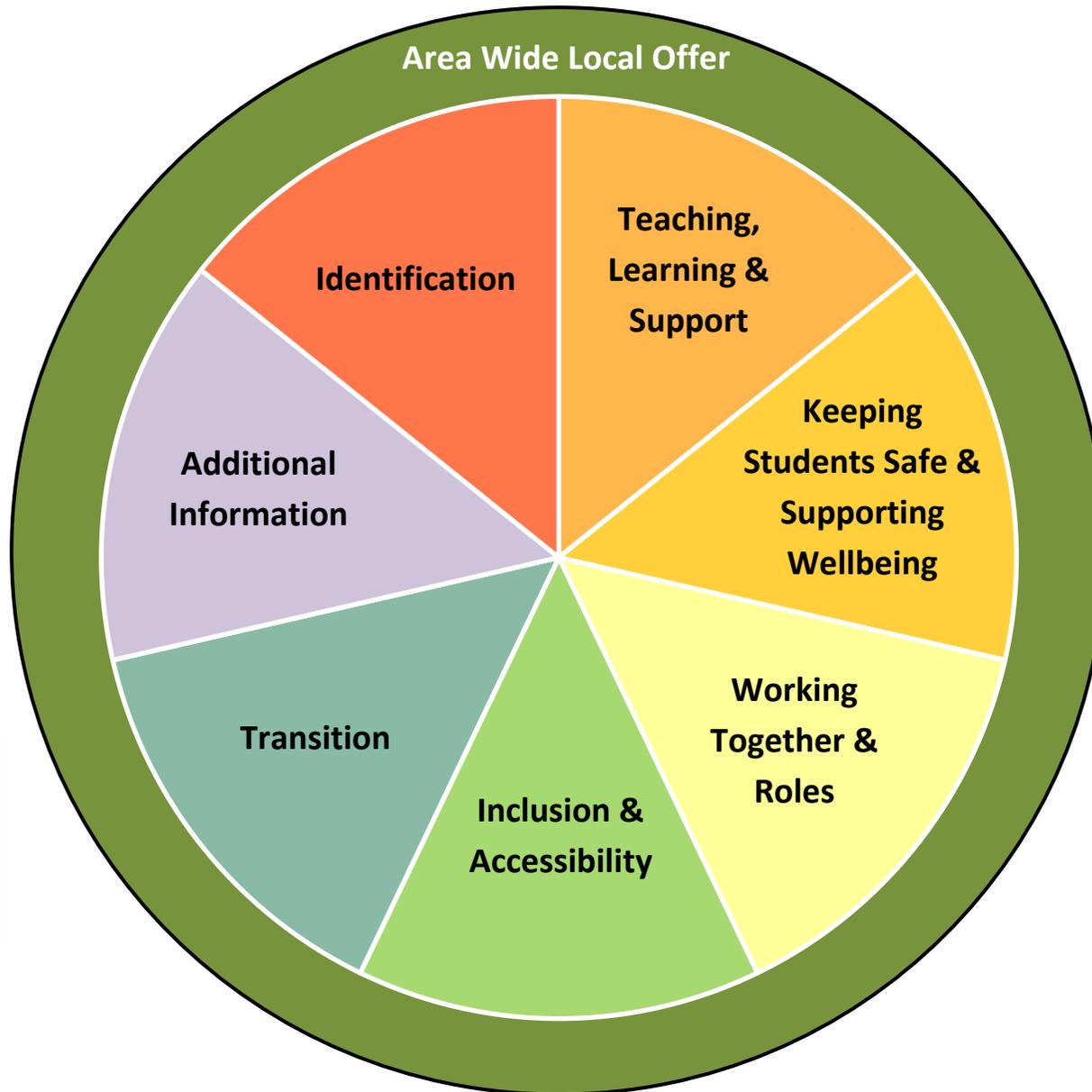


# Our Local Offer for Special Educational Needs and/or Disability



Please see the following page for information on this setting's age range and setting type



## Our Local Offer for Special Educational Needs and/or Disability

<b>Our Local Offer for Special Educational Needs and/or Disability</b>	
<b>Name of Setting</b>	Offley Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 15px;" type="text"/>
<b>Specific Age range</b>	4-11
<b>Number of places</b>	Published Admission Number 45 343
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.         </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in         </div> </div> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

### Questions from the Parent/Carer's Point of View:

Identification
<b>How will you know if my child or young person needs extra help? (IRR)</b>
Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis through regular pupil progress meeting which are led by the senior leadership team & the SENCO. Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, and the pupil's family. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.
<b>What should I do if I think my child or young person needs extra help?</b>
If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively the school SENCO can be contacted directly, either at the end of the school day, or via email/phone call to the school office.
<b>Where can I find the setting/school's SEND policy and other related documents? (IRR)</b>
The school's SEND policy and other relevant policies can be found on the school website by following this link: <a href="http://www.offley.cheshire.sch.uk/">http://www.offley.cheshire.sch.uk/</a>

### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND? *(IRR)*

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer:

[https://www.cheshireeast.gov.uk/children\\_and\\_families/special\\_educational\\_needs/local\\_offer.aspx](https://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer.aspx).

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Rapid Reading, Phonics & Writing, and QUEST etc. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Educational Psychologist, Cheshire East Autism Team, and the School Nurse. In some cases, these specialists might come into school to observe a child or train staff, or school staff might attend training courses. Parents are involved in the planning and setting of targets and will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

#### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. We use a password protected integrated information management system for all electronic data in school which highlights pupils' SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENCO, the Assistant to the SENCO, other experienced Teaching Assistants or the Head teacher. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular SEN meetings held between class teachers and the SENCO.

Teaching, Learning and Support
<p><b>How are the setting, school, or college's resources allocated and matched to children or young people's needs?</b></p> <p>In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms. For those requiring provision additional to class based approaches, funding facilitates the school's "menu" of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHC Plans). The SEND budget is the responsibility of the head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.</p>
<p><b>How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?(IRR)</b></p> <p>When children's needs are initially identified, a discussion takes place between teachers, parents and pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advice on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advice on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process.</p>
<p><b>How will equipment and facilities to support children and young people with SEND be secured? (IRR)</b></p> <p>The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays) to support pupils with SEND and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required and with liaison with outside agencies e.g. Sensory Inclusion Service.</p>
<p><b>How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)</b></p> <p>All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school books. Formal monitoring of progress takes place termly in the form of pupil progress meetings held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held termly and via the annual school report to parents which is sent home during the Spring Term. For learners with SEND, personal provision plans will be discussed with parents at parent-teacher meetings, and for those with EHC Plans an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day. The school's Family</p>

### Teaching, Learning and Support

Liaison Officer also offers parent advice, support with seeking advice and alternative options for support.

### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school's SENCO, along with the head teacher undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. We use a password protected integrated information management system for all electronic data in school which highlights pupils' SEND and medical needs to all staff who log into the system. Our Progress tracker system provides information about pupils' academic data.

Keeping Students Safe and Supporting Their Wellbeing
<p><b>How do you ensure that my child or young person stays safe outside of the classroom?</b></p> <p>Pupil safety is paramount. Information about pupils with SEND is communicated via regular briefing meetings as well as to the relevant staff involved with the pupil. Where risks are identified measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Where necessary alternative arrangements for the most “risky” times of the day are made, for example a smaller, more highly supervised playground is available at lunchtimes.</p>
<p><b>What pastoral support is available to support my child or young person’s overall well-being?</b></p> <p><b><u>PASTORAL</u></b> We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching we offer a range of interventions, both commercially published and bespoke, to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil’s self-esteem and confidence e.g. PIVATS, Faupel.</p> <p><b><u>FRIENDSHIPS</u></b> All children in school are supported to develop relationships with their peers. Those pupils who find this difficult will be supported during outside playtimes and lunchtimes.</p> <p><b><u>PEER / SIBLING SUPPORT</u></b> It is sometimes appropriate for us to offer support to the peer groups of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity.</p> <p><b><u>BULLYING</u></b> The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children’s behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.</p>
<p><b>How will the setting, school or college manage my child or young person’s medicine or personal care needs?</b></p> <p><b><u>ADMINISTRATION OF MEDICATION</u></b> We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school office where medication is kept in a locked box or the staff room fridge. Medicine is then usually administered in the presence of 2 members of staff who sign to acknowledge</p>

### Keeping Students Safe and Supporting Their Wellbeing

correct administration. In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen, and the location of the medication is clearly identifiable i.e. a large sign indicating 'medication kept in here'.

#### **TOILETING**

Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training has not taken place, pupils are encouraged to take as much responsibility as possible for their toileting and are encouraged to take as active a role as they can. For those pupils who require support, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs.

#### **PRIVACY AND DIGNITY**

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

#### **SHARING OF MEDICAL INFORMATION**

We use a password protected integrated information management system for all electronic data in school which highlights pupils' SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored in the staff room, in classrooms and in the main class file. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is included in the health care plan and shared verbally with staff, who are made aware of the procedures to be followed in the event of an emergency. These plans are updated if a change in their medical needs occurs; if not, then yearly reviews take place. Food allergy pupils have their photograph enlarged and placed in the kitchen & the office and staff are provided with a paper copy list of all food allergy pupils.

#### **MEDICAL APPOINTMENTS**

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

#### **TRAINING**

Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils.

### Keeping Students Safe and Supporting Their Wellbeing

#### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. Those pupils who have been identified as requiring an intervention will have regular time slots in our nurture room. We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development.

#### What support is there for behaviour, avoiding exclusions and increasing attendance?

##### **BEHAVIOUR**

The school has a clear behaviour policy (available at <http://www.offley.cheshire.sch.uk/>) which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key "trigger points" during the day; for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil's whose behaviour challenges is to firstly understand this behaviour. We use an Antecedent, Behaviour, Consequence system of recoding and analysing behavioural incidents, in order to try to find patterns in behaviours. When these are identified we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

##### **EXCLUSION**

It is very rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found here: <http://www.offley.cheshire.sch.uk/>

##### **ATTENDANCE**

We take active steps to improve attendance. Our family liaison officer works closely with families where attendance is of concern to find ways to improve the situation. Staff will raise a concern about a pupil whose attendance is beginning to fall and a log will be kept to monitor any patterns.

<b>Working Together &amp; Roles</b>
<p><b>What is the role of my child or young person's class teacher?</b></p> <p>The class teacher has the overall responsibility for pupil's learning and their day to day wellbeing in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, and interventions).</p>
<p><b>Who else has a role in my child or young person's education?</b></p> <p>The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. She will usually host formal meetings such as annual reviews, meet with parents who request an appointment, meet with other SENCOs in the areas and attend consultation on behalf of a pupil. There are also a large number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. Some of these pupils will be assigned a key worker in addition to the class teacher who will act as a hub for information about the pupil. Occasionally external agencies or specialists might be brought in to advise us on pupils. Their involvement will always be with the consent of the parent / carer. Some pupils, who receive speech therapy from our assigned therapist, will be reviewed every half term in school and a care plan update will be provided.</p>
<p><b>How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</b></p> <p>All class teachers and any support staff involved with the child will be given a copy of EHC Plans or be involved in writing a School Specific Support Plan. These plans are kept in a class file and shared with staff that have contact with a child. There are regular opportunities to discuss the content of these at termly pupil progress meetings or individual meetings with the SENCO.</p>
<p><b>What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i></b></p> <p>All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes. The SENCO is a specialist member of staff who is working towards a National Qualification for SENCO. The SENCO and Head teacher work closely together and on a regular basis to discuss pupil needs. The SENCO's Assistant has an enhanced knowledge and many years' experience of teaching pupils with varying needs. The Family Liaison Officer has a wide range of relevant experience in a variety of interventions.</p>
<p><b>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? <i>(IRR)</i></b></p>

Working Together & Roles	
<b>Working Together &amp; Roles</b>	<p>The school works with a wide range of services. We have close links with health professionals, for example Speech and Language Therapy and the School Nurse. We work closely with social care teams, as well as with voluntary organisations such as Parent Partnership. Some of our pupils access Speech and Language Therapy on site.</p> <p>We regularly organise multi-agency meetings to discuss pupil's needs (e.g. CAF) and aim to ensure good communication with these groups in order to meet the needs of pupils and their families. The SENCO also hosts cluster meetings and consultations with other outside agencies such as: Cheshire East Autism Consultation and the Cheshire East Educational Psychologist.</p>
<b>Who would be my first point of contact if I want to discuss something?</b>	Your first point of contact should be your child's class teacher. The school SENCO is also always available to support you in matters relating to SEND.
<b>Who is the SEN Coordinator and how can I contact them? (IRR)</b>	The school SENCO is: Jo Hirst, who can be contacted via the office on 01270 685355
<b>What roles do have your governors have? And what does the SEN governor do?</b>	The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils including those who are looked after make progress.
<b>How will my child or young person be supported to have a voice in the setting, school or college? (IRR)</b>	Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council, made up of pupils who meet regularly to share the views of their peers.
<b>What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?</b>	Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readings, accompanying trips etc. There are opportunities to join the "friends of Offley Primary School" who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.
<b>What help and support is available for the family through the setting, school or college? (IRR)</b>	



## Our Local Offer for Special Educational Needs and/or Disability



### **Working Together & Roles**

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO and including the SENCO's Assistant & Family Liaison Officer, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: Flyers, the school newsletter, website and via a termly parent partnership magazine.

### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

As an inclusive school setting we seek to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips etc. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

A disabled ramp is available at the front of the school.

Are disabled changing and toilet facilities available?

Details (if required)

Two Disabled toilets are available in two different parts of the school.

Do you have parking areas for pick up and drop offs?

Details (if required)

The front of the school is always kept clear for emergency vehicles and drop off for disabled pupils and parents.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

N/A

#### *Additional Points:*

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Pupils with SEND are supported to access the facilities available to their peers. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English we seek to provide translation for key meetings, and would discuss with those families their preferred means of communication. In all Classrooms in school we make use of the symbols from the WIGET symbols bank.

Transition
<p><b>Who should I contact about my child/young person joining your setting, school or college? (IRR)</b></p> <p>For information about entry please email the main school office (<a href="mailto:admin@offley.cheshire.sch.uk">admin@offley.cheshire.sch.uk</a>) who will discuss the entry process with you.</p>
<p><b>How can parents arrange a visit to your setting, school or college? What is involved?</b></p> <p>We offer a range of transition visits for new Foundation Stage pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the school SENCO so that information which specifically relates to your child's requirements can be shared. This can be arranged by telephoning the school office on 01270 685355.</p>
<p><b>How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)</b></p> <p><b><u>ENTRY</u></b></p> <p>Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school SENCO/Head teacher. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For pupils with a higher level of need, there will be the opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.</p> <p><b><u>TRANSITION TO NEW SETTINGS</u></b></p> <p>Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings.</p>



## Our Local Offer for Special Educational Needs and/or Disability



Additional Information
<b>What other support services are there who might help me and my family? (IRR)</b> The school SENCO/Family Liaison Officer in school can provide details of further support for families. Parent partnership can be accessed by following this link ( <a href="https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx">https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx</a> )
<b>When was the above information updated, and when will it be reviewed?</b> June 2014 to be reviewed June 2015
<b>Where can I find the Cheshire East Local Offer? (IRR)</b> From 1 <sup>st</sup> September 2014, the Cheshire East Local Offer can be found at <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a>
<b>What can I do if I am not happy with a decision or what is happening? (IRR)</b> As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO / Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found through the school or Cheshire East Council.