

# Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



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





## Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability



<b>Name of Setting</b>	Black Firs Primary School		
<b>Type of Setting</b> (tick all that apply)	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input type="text"/>		
<b>Specific Age range</b>	2-11 years		
<b>Number of places</b>	2 years: 15 places 3-4 years: 52 places Reception to Year 6: 45 places per year		
<b>Which types of special educational need do you cater for? (IRR)</b>	<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. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <input type="text"/>		

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.



## Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability



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).



## Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability

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

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#### Identification

##### How will you know if my child or young person needs extra help? *(IRR)*

- *How do you identify children or young people with SEND? **(IRR)***
- *After identification, what would your setting's first steps be?*
- *Does the setting/school/college have any programmes for early intervention?*
- 

Within our school there is a wealth of experience on our team and this is used to ensure the early identification of any child who may need extra help is quickly seen. It can come from a number of sources these being:-

- Concerns raised by parents/carers, teachers, teaching assistants or the child's previous school.
- There may be a lack progress so a child may be identified as performing below age related expectations.
- A child asks for help or displays dysregulated behaviour that indicates they may need support. This may be identified directly by a member of staff to the SENCO or a member of the safeguarding team in school.
- There is a change in the child's behaviour or low self-esteem that is affecting performance.
- There may be a change in attendance pattern, which is identified through our attendance tracking
- A parent may meet with our family support worker and raise a concern
- Liaison with external agencies or a health diagnosis through a paediatrician or consultant
- We use regular assessments for learning within our schemes and at the end of unit assessments/NFER tests for Maths, Reading Comprehension and Spelling and Punctuation.
- We use Wellcomm Speech and Communication assessments for all of our Nursery/Pre-School and Reception pupils and use these to provide targeted interventions for pupils.
- We assess all pupils in Reception, Year 1 and Year 2 on our phonics scheme 'Ready Steady Phonics' and our Year 2 to Year 6 pupils complete 'Ready Steady Spelling' assessments.
- In Year 1 to Year 6 we have a Speech and Language trained teaching assistant who uses Speech Link to assess and provide targeted interventions for pupils who are not already on speech and language plans through Speech and Language Therapists (SALT).
- At the end of every term our pupils in Year 1 to Year 6 complete FFT Reading fluency assessments and pupils who require group or individual reading support are identified using our 'TLP Way for Reading approach.'
- Pupils who find the playground overwhelming may be invited to join 'Lunchtime Club'
- A pupil may be referred by class teacher/SLT for ELSA/Play therapy/Family Support

Our first steps would be for class teacher to discuss initial concerns with the SENCO. Class teacher will then contact to ask parent to attend a meeting with their child's class teacher or SENCO to discuss any initial concerns and adaptations within the classroom will be made using Ordinarily Inclusive Adaptive Practice guides from TLP/ Cheshire East SEN toolkit.



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### Identification

Attendance and academic data from our school tracking system may be shared at this point to help identify possible needs. Any information from parent about their child that may help will be recorded onto CPOMS in order to assist any further investigations. Pupil may be put into group or individual interventions (these are recorded on our cohort action plans which are shared with senior leaders). If there are attendance concerns our attendance lead will raise these with Headteacher/Deputy Headteacher and will contact parents using the 'TLP way for Attendance' to ensure that we are not missing any emotional or academic barrier that may be impacting a child wanting to come to school.

On our school system we place the pupil onto a monitoring list, to help senior teachers/SENCO to note that pupil may need extra support/investigation. If a pupil is indicating that they require further investigation or individualised support a referral may be made for SALT or we may use YARC (York Assessment of Reading and Comprehension) or a GL Assessment for Dyslexia or Dyscalculia or a Boxall Profile for emotional dysregulation. If a pupil is identified as likely to benefit from ELSA support or play therapy the SENCO discusses this in a fortnightly meeting with SEN/Safeguarding team and will be placed on the relevant waiting list which is held by the SENCO.

Our attendance lead/family support worker monitors absence across school. Any pupils who are showing risk of falling below good attendance will be monitored and parents may be contacted to discuss reasons for frequent lates or persistent non attendance in order to early identify pupils who may be at risk of EBSNA (emotional based school non attendance).

### What should I do if I think my child or young person needs extra help?

*(NB this question may not be relevant to specialist providers and they can leave it out)*

- *How will I be able to raise any concerns I may have?*

We realise that parents are partners in the learning journey and have a wealth of knowledge to share with us. We welcome both informal and formal discussions about your child and from this growing picture we can work together in partnership to identify together if your child needs extra help. It is with this close working relationship that both you and we as a school will be able to identify support that may be needed throughout your child's school life. If you have concerns then contact your child's teacher. After this discussion you may be contacted by our SEND Co-ordinator.

Our SENCO is our Headteacher, Mrs Jones [ajones@black-firs.co.uk](mailto:ajones@black-firs.co.uk)

If you need support for mental health please contact Mrs Harrison our Deputy Headteacher [jharrison@black-firs.co.uk](mailto:jharrison@black-firs.co.uk)

If a parent needs support at home you can make a request to meet with our family support worker.

We run termly coffee mornings related to various SEN needs for parents. Information is shared on our weekly school bulletin via Class Dojo.



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### Identification

#### Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

- *Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents e.g. assessment policy, dyslexia policy etc. **(IRR)***

Please visit **www.black-firs.co.uk** The website provides you with all relevant school policies and documents relating to provision offered to our children.

For specific information on our SEND support please follow this link: **SEND | Black Firs Primary School** [www.black-firs.co.uk/our-school/send](http://www.black-firs.co.uk/our-school/send)

For information on our mental health support please follow this link: **Mental Health | Black Firs Primary School** [www.black-firs.co.uk/our-school/mental-health](http://www.black-firs.co.uk/our-school/mental-health)



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### Teaching, Learning and Support

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

- *How will you support children and young people with SEND with or without an EHC plan? (IRR)*
- *How does the setting/school/college plan the support?*
- *How and when will I be involved in planning my child or young person's education? (IRR)*
- *What additional learning support is available? (IRR)*
- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs? (IRR)*
- *Do you provide a range of published and personalised intervention programmes to support high quality classroom teaching, and could you provide one or two examples?*
- *What external teaching and learning do you offer? (e.g. outreach)*

**Adaptive approaches in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support. An example of this is the use of AI to simplify text, scaffolding prompts on tables from our writing scheme 'Ready Steady Write,' use of precision teaching to help develop recall, sensory circuits to aid focus, manipulatives, now and next boards or scaffolding prompts, revisits of previous learning at the start of lessons, partner work.**

**Where a pupil is identified as requiring an individualised approach we use Cheshire East SEN support plan to record our assess-plan-do-review cycle. Areas of need are identified, SMART targets are set and interventions are then delivered and feedback is recorded to help celebrate successes or identify new targets.**

- **In the Foundation Stage, all children have access to a name card with their name on it. The youngest children have their picture as well as their first name.**
- **Visual timetables are displayed in all classrooms. (Displayed vertically)**
- **A written and numerical example of the date is provided every day.**
- **From Year 1 children usually write the date on at least one piece of work a day.**
- **Classroom equipment is well labelled and pictorial symbols are used where appropriate.**
- **Key topic words are displayed around the classroom.**
- **Verbal instructions for task completion are kept as simple as possible.**
- **Children are regularly asked to repeat/ and or explain in their own words what they have to do.**
- **It is regular practice for all children to explain to their neighbour, or talk partner.**



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### Teaching, Learning and Support

- Where appropriate, there are displays of numbers 1-100, place value charts, multiplication tables, days of the week, months of the year, and the seasons.
- Where appropriate children use Mnemonics to learn 'tricky words'. Children are encouraged to make up their own to help them to remember.
- All children are shown a strategy to help overcome b/d confusion and reminded of it regularly.
- Children are encouraged to use 'thought showers' to collect their ideas.

All classrooms have adopted these Dyslexia Friendly Text guidelines, where appropriate.

#### When producing paperwork-

- Keep the writing style concise.
- Dense blocks of text are avoided, by using short paragraphs.
- Use comic sans or similar font and cursive script with a font size of a minimum, 12 pt where possible.
- Use bold to highlight when necessary.
- Text should be clear, using boxes or careful spacing to break it up.
- If appropriate, use bullets or numbers rather than continuous prose.
- There should be good spacing between sentences and paragraphs.
- Text should model good sentence writing where appropriate.

#### Supporting the Dyslexic Child – Strategies which may be used:

##### Reading

- Paired and shared reading opportunities
- Reading with a Reading Buddy
- Parents are encouraged to listen to their children read

- Phonological skills assessments used
- Pre-reading of text
- Recap video clips
- Use of colour overlays and visual trackers
- Use of line trackers

##### Spelling

- Look/Cover/Say/ Write/Check
- Multi-sensory methods, for example, tracing the word in the air, writing letters in the sand, spelling words using wooden letters
- Mnemonics – see above
- Displays where appropriate of onset and rime families, in two colours





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### Teaching, Learning and Support

- Lists of selected high frequency words are available on working wall displays, along with other spellings.
- Topic words are introduced to children and displayed around the classroom.

#### Written Work

- Use of writing frames if appropriate.
- Alternate ways of recording work, such as the use of voice recorders and i-pads, diagrams, pictures, use of a scribe or word processing.
- When appropriate, use sentence starters, i.e. 'It was a rainy day and....'
- Dyslexic friendly exercise books when appropriate.

#### Auditory Memory

- Learn songs and rhymes with a lot of repetition.
- Provide opportunities for talk and storytelling.
- Tell a story from memory.
- Circle time activities, such as I went on holiday and in my suitcase I packed ..., and Simon says.
- Say sentences and ask whether they are true or false.
- I want you to listen for a number in a story and when you hear it put up your hand.
- Retell a joke.
- A sequence of 4/5 items told and then told again in a jumbled order with one missing. Activities to improve visual memory
- Games including, Kim's game and memory trays.
- Show a picture for two minutes and then ask questions.
- Show shape patterns for a few seconds and then the child has a draw.

#### Management of the Classroom

- Seating is appropriate to the child and to the activity.
- Brain breaks are used as appropriate in the classroom to refocus children.
- Children identify their favoured learning style and how they are smart.

#### Teaching programmes

- All children on entry to school follow the phonics teaching programme – Ready Steady Phonics.
- Children requiring more specific programmes of work would follow schemes such as Toe by Toe/Word Wasp or Hornet Spelling, Nessy and precision teaching to support their individual needs.

Other support would be given one to one, in small groups or in the classroom as appropriate.

All support is carefully planned, monitored and modified according to need and is recorded on the school's provision map.



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### Teaching, Learning and Support

We offer Play therapy, Speech and Language Specialist Teaching Assistant Support, we work with the authority's Visual Impairment teachers and habitation specialists, we embrace and embed support from our local autism outreach teacher.

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

- *What is your approach to differentiation?*
- *How will that help my child or young person?*
- *What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and/or equipment/facilities)*
- *Who will oversee and plan the education programme?*
- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*
- *Where can I find information on the courses, qualifications and subjects that are available within the setting or college? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))*

Within our school we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and any personalized learning requirements. Our school has an Adaptive Teaching Lead, Miss Bibby, who co-ordinates our training and support for staff and works alongside the SENCO and subject co-ordinators to ensure we are following adaptive practices such as those mentioned in EEF 5-A-Day. In 2024 we reviewed our curriculum and have moved to schemes that offer adaptive teaching ideas for lessons in order to help pupils to access the curriculum.

We currently work with our visual impairment service to support the development of learning braille for one of our pupils.  
We use speech development programmes for our pupils with autism/ communication needs and AAC devices where needed.  
We work with occupational therapy services to help deliver physio sessions for some pupils with mobility difficulties.

For reasonable adjustments for tests such as Year 6 SATS we collate information about the support that the pupil usually requires, such as do they need a scribe, do they require additional time to complete assessments, do they need a quiet space to work and we apply for consideration for these pupils using the DfE process. Only if this is permitted will it be offered to the pupil.



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## Teaching, Learning and Support

The school has 16 new ipads which can be used if required for lessons to reduce cognitive overload for the children, support with research etc. We encourage pupils to work independently or with partners and we use the EEF five a day principles when planning our work for pupils:

1

### Explicit instruction

*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*



2

### Cognitive and metacognitive strategies

*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*



3

### Scaffolding

*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*



4

### Flexible grouping

*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*



5

### Using technology

*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*



This year our main focus for adaptive practice is on Reading. It is the National Year of Reading, and we have been strengthening our approach to early identification and support. We have used FFT Reading Fluency assessments to identify pupils who need group interventions led by the class teacher, or individual daily reading and for identified pupils who are really struggling we use YARC and GL Assessment Dyslexia Screener. Some pupils may require support through NESSY, precision teaching or our new intervention Word Wasp and Literacy Hornet. We have seen real success since September 2025 through our introduction of Ready Steady Spell and Ready Steady Read Together.

Our youngest pupils already have daily phonics and in Year 2 pupils have phonics and Ready Steady Spell to help embed the phonics programme.

Learning programmes for pupils who have SEN needs (SEN support plans) will be written by class teachers and overseen by the SENDCO. Training and support for staff in core subjects will be delivered by Reading/Phonics, Writing or Maths Leads or by the SENDCO/Head or by external consultants.



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### Teaching, Learning and Support

**We know that if a child can't read they will struggle to access the curriculum.**

**How are the setting, school, or college's resources allocated and matched to children or young people's needs?**

- *How is your budget for SEND allocated and managed? [Budget figures not required]*
- *How would you secure additional funding for a pupil?*

As an inclusive school we ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support which may involve individual support from specialised equipment for adult support. For some of our pupils more specialist teaching assistant support is required, particularly where a pupil may have significant developmental delays in speech (DLD)- this may include support with eating, personalised monitoring and modelling of play/interactions with other pupils. We run a lunchtime club for pupils who may require a quieter, more structured environment at traditionally less structured times of the day.

Different teaching assistants in school have specialist knowledge and training to support pupils.

For example, Mrs Blythe, Mrs Knowles, Mrs Bradley and Miss Cliffe support pupils with ASC/Communication needs.

Miss Hand and Mrs Bebbington deliver SALT interventions.

Mr Hunter supports pupils with physical mobility needs and cognition and learning.

Mr Noakes is a qualified sports coach and plans/delivers sensory circuits

Mrs Cox supports pupils with Maths difficulties

Miss Andrews is our ELSA Practitioner

Mrs Griffiths supports with visual impairment

All teaching assistants are trained to deliver reading interventions and precision teaching.

All staff are trained to support pupils with emotional needs, through the use of our One Decision PSHE programme, safe handling and restorative practice training.

If a pupil required additional funding and already had an EHCP our SENCO would request an interim EHCP review.

If a pupil did not have an EHCP school would prepare paperwork for an EHC needs assessment.

We use our paid membership of the Congleton Education Community Partnership (eCP) to access play therapy or speech and language teaching assistant support and additional Family Support help for our families.

**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)**

- *Describe the decision making process.*
- *Who else will be involved?*
- *How will I be involved? (IRR)*



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### Teaching, Learning and Support

The Head Teacher decides on the budget for Special Educational Needs in consultation with SLT, the Primary Director and Finance Lead from The Learning Partnership, on the basis of needs in the school and the funding received for pupils with EHCPs.

Contributions from our Adaptive teaching lead and phase leaders are considered within these decisions to consider cohort specific needs identified through statutory and internal data on attainment and progress.

The Inclusion/Safeguarding team, which includes Head Teacher/ SENDCo and also Adaptive Teaching Lead, Wellbeing Lead (Deputy Headteacher), RADY lead and Family Support Worker/attendance officer meet and will discuss all the information they have about SEN in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- All resources/training and support are reviewed regularly and changes made as needed.

How will equipment and facilities to support children and young people with SEND be secured? **(IRR)**

As an inclusive school our facilities are evaluated in relation to the needs of children and young people with SEND. Should it be necessary to have specific equipment to meet the needs these are generally met from the schools budget e.g writing slopes etc. Should this be not possible there is a number of outside agencies who can be contacted to provide specific equipment on a loan basis i.e. a Braille machine, specific chairs. Partnership with other schools also provides an opportunity to share resources for specific SEND needs.

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)**

- *How will you know how my child or young person is doing? **(IRR)***
- *How often will my child's progress be reviewed, and how will this be done?*
- *How will I know what progress they should be making?*
- *What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes? **(IRR)***
- *How will you explain to me how learning is planned and how I can help support this at home?*
- *What opportunities will there be for regular contact about things that have happened at the setting, school or college? (e.g. a home/school book)*
- *Do you offer any parent training?*
- *What measures do you take to assist communication with parents and carers with SEND?*

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term linked to the Development Matters in EYFS and for targeted pupils we use Cherry Garden for pupils in Early Years to assess key development areas.



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### Teaching, Learning and Support

For our KS1 and KS2 pupils National Curriculum statements and information relation to attendance, engagement in learning and behaviour for Years 1 to 6 is gathered and recorded on our tracking system INSIGHT. We use NFER tests to assist teacher assessments and also attend writing moderation events with our other Learning Partnership schools and eCP schools. In Year 1 pupils take a national Phonics Screener, which is out of 40 marks. If pupils do not meet the expected standard they continue to have phonics sessions in Year 2 and have an opportunity to be retested at the end of the year.

Currently at the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed, in Year 6 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCo will also check that your child is making good progress within any individual learning and in any group that they take part in.

A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Communication via Class Dojo
- Letters/certificates sent home
- We have two formal parents evenings, one in October and one in March to share progress/targets.
- Additional meetings as required
- Annual Reviews
- End of Year Reports

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

- *How will my child be kept up-to-date on their progress, and involved in review processes? **(IRR)***

We as a school value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.

Pupils are encouraged to speak with adults to discuss their progress or any areas they feel they need help with. Each team has a pastoral teacher and a pastoral teaching assistant nominated that they can go to as well for emotional support/advice.

Children are encouraged to interact with staff comments or guidance in their marking/feedback and to indicate on their work if they need to that they need support.

For pupils who are on SEN support plans we collect the voice of the child through discussion with them. They are also able to feedback to a parent prior to the meeting with their class teacher so that their viewpoint/wishes and feelings are noted.

For EHCPs: There is an annual child questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. If your child has a Statement of SEND their views will be sought before any review meetings.



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### Teaching, Learning and Support

#### 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)*

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*
- *How will you involve parents and carers in this process?*
- *How will you involve children and young people in this process?*
- *Does the setting, school or college use feedback mechanisms or surveys?*

As a school we have an annual cycle of how we assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through forums, on-line surveys and questionnaires, formal and informal discussions. We also have School Improvement Visits through our trust Primary Director and Safeguarding/Inclusion lead and meet with Consultants who work with us to evaluate and develop plans for improvements. We constantly strive to improve our support to best meet the needs of each pupil. Feedback from our data as well as the other schools across the trust is used to form part of teaching and learning development network meetings and training.

Over the past two years as a school we have been involved in a writing development programme with Literacy Counts and Cheshire and Wirral, which includes adaptive teaching and moderation and support in writing for pupils from Reception to Year 6.

We have started a development project with our local Maths hub to develop our offer for pupils who are struggling in Maths.

We are part of the local authority's RADY project (Raising Attainment for Disadvantaged Youngsters), focusing on our vulnerable pupils in KS1 as part of strengthening early identification.

We are also about to embark on a project with our local English Hub, Lacey Green to review our phonics support for pupils who are not meeting expected standard by the end of KS1.

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### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

- *What handover arrangements are offered at the start and end of the school day?*
- *What support is offered during breaks and lunchtimes?*
- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*
- *What are the setting/school/college arrangements for undertaking risk assessments?*





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### Keeping Students Safe and Supporting Their Wellbeing

At the start and the end of the day a member of staff will be on door duty to receive any messages regarding pupils in that class. If this is not the class teacher these will be passed on to the relevant member of staff. Parents are encouraged to use Class Dojo to message and staff will do the same, or alternatively parents are able to email either the relevant member of staff or ring/email the office to leave a message which will then be passed on by our office manager.

At breaktimes pupils are encouraged to go outside with their peers as we encourage an active, healthy lifestyle. There are pupils who require additional adult supervision and if required these pupils may be required to wear hi-vis vests so that staff can locate them easily in the playground.

At lunchtimes pupils who like to be outside are encouraged to do so and may have the same protocol re the wearing of hi-vis. Staff on duty have a hi-vis jacket, walkie-talkie and first aid kit. We also have a first aid station, which is situated in our Lunchtime Club room. Pupils who are identified as needing more structured lunchtimes are identified and offered the opportunity to attend club inside or to participate in more structured games such as cricket, danceathon, basketball, rounders with the sports coach supervising and modelling how to play/interact with others- this is available all lunchtime daily from 12-1pm.

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

We have an indoor and outdoor PE risk assessment for lessons and additional adult support is given for any pupil identified with SEN who may require additional support e.g. for mobility, for fear of water we have a teaching assistant who is also a qualified swimming instructor who will go into the pool and teach one to one lessons.

Risk assessments for health and safety are created by the headteacher and staff member delivering the activity. For all trips off site we add these to EVOLVE, and our Educational Visits Co-ordinator checks and approves them. Additional checks and information may need to be added for individual pupils.

For residential risk assessments will be created by staff and shared with the Headteacher and EVC, as well as those provided from the setting. Any pupils who are on EHCPs will have additional information collected through meetings and forms regarding sleep, food, being able to wash and dress independently, in order to ensure that we are able to provide round the clock care for the pupil. A member of staff within the team will be assigned to keep and administer any medications, forms will be completed and if required additional contact with parent whilst on the residential will be made to feedback re any information that is requested, such as if a pupil has ARFID (food disorder) parent may need to check that their child has eaten- this is to reduce anxiety for parent as well as pupil. We would also make sure that any pupil with food disorder/allergy/medical need has special adaptations for menu if needed, or for sleep issues we would adapt which room they stay in so that a member of staff can support more closely ( e.g. sleep apnoea machine, epilepsy medication, inhalers).





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### Keeping Students Safe and Supporting Their Wellbeing

#### What pastoral support is available to support my child or young person's overall well-being?

- *What pastoral arrangements are in place to listen to pupils/students with SEND?*
- *What measures are in place to prevent bullying?*
- *Where can I find details of policies on bullying?*
- *How do you help children and young people to make friends?*
- *Is a mentor or buddy scheme available for my child or young person?*
- *How do you encourage and measure the development of good self esteem and confidence?*
- *Do you offer sibling support?*

**We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.**

**The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Educational Psychologist Support Team.**

**We identify siblings who may be young carers for pupils with EHCPs and they are given access to Young Carers support and wellbeing check-ins to ensure they are supported. We recognise that being the sibling of a pupil with a condition that may cause sensory overload, communication delay, emotional or physical dysregulation can be hard on a child at home. We have playground buddies from Year 5 and 6 who are available at lunchtimes, we have our Family Support worker who may do wellbeing check ins on our pupils.**

**Every half term we have a PSHE themed day called a STOP Day. This enables us to focus on areas that need additional time and focus. Our children have completed a range of different activities and workshops, such as learning about online safety, how to manage emotions, identifying what they are good at (what makes them unique and special). Pupils are able to nominate each other for kindness awards and we have anti-bullying work that also encompasses more in-depth relationship issues such as control. We work with Glow Foundation for work against domestic violence and are also now working with the White Ribbon Charity regarding misogyny as we know that statistically our SEND pupils could be at more risk of exploitation within relationships.**

**We celebrate pupil contributions through weekly celebration assemblies based on our school values of Belonging, Mastery, Generosity and Independence. Our PSHE work using One Decision helps us to teach about self-esteem, positive relationships and identity.**



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## Keeping Students Safe and Supporting Their Wellbeing

We work with pupils to give them positive role-models and are currently developing a link with Pettypool College to give opportunities for young people with learning disabilities to come on work experience placements at Black Firs for roles such as catering, site maintenance and childcare courses.

### How will the setting, school or college manage my child or young person's medicine or personal care needs?

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*
- *What would the setting/school/college do in the case of a medical emergency?*
- *How does the setting/school/college support young people who have to take time off for medical appointments?*
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

**The school has an administration of medicines policy which is available on the school website** Policies | Black Firs Primary School  
[www.black-firs.co.uk/our-school/policies](http://www.black-firs.co.uk/our-school/policies)

**This policy is maintained by the Headteacher, Anna Jones. Our senior first aider is Helen Gaunt. Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.**

**On a day to day basis the Admin Staff generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations. Since 2023 we have increased the number of staff with first aid qualifications significantly. Staff in school are trained in paediatric first aid on a three year rolling programme. Almost all staff have now completed this and the list of staff is maintained in the school's first aid policy, which is updated annually.**

**We have toileting, safer eating, asthma policies and risk assessments are completed for individual pupils such as for a pupil who may have an inhaler.**

**In the event of a medical emergency we would contact 999 and then also contact parents, or nominated next of kin and would either wait for an ambulance, administer medication as per training given by specialist nurses, or either accompany child with parents or take child to hospital with parental approval ( two staff members to the pupil).**

**For pupils who have to take time off for medical appointments the school notes when these are and what work might be missed in order to catch the pupil off. If lessons can be timetabled differently to reduce the impact of regular appointments we will try to do so, such as NHS speech and language appointments or physio sessions and we will offer to host at school where possible.**

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

- *Does the setting, school or college offer a counselling service and/or learning mentor?*



## Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability



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### Keeping Students Safe and Supporting Their Wellbeing

We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

We have our own ELSA practitioner, Becky Andrews and also have access to a play therapist through our eCP membership.

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

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children. If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of this pro-active nature of support, our rate of exclusions is drastically reduced. Attendance of every child is monitored on a daily basis by the office team and our attendance officer. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

Our Headteacher attends termly Attendance network meetings for TLP and we use the new TLP Way for Attendance, which guides all of our schools in how to monitor, support families and raise awareness of attendance expectations.

Our school's Family Support worker is our attendance Lead and is available/able to provide mentoring/support through programmes such as Worry Monster, Zones of Regulation. She also works alongside the Headteacher/SENCO to support pupils who may need access to additional counselling services such as SWANS or VISYON.



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### Working Together & Roles

#### What is the role of my child or young person's class teacher?

The role of the class teacher is to :

- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENDCo as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the child's they teach with any SEND.

#### Who else has a role in my child or young person's education?

- *Who will be working with my child/young person?*

Our SEND Co-ordinator may have a role which is seen as:-

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is receiving
    - ☐ involved in reviewing how they are progressing
    - ☐ fully involved planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of child's in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other children with SEN and/or disabilities in the school) to achieve their potential.

Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.



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### Working Together & Roles

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?

A SEN support teaching assistant may be allocated to a child with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENDCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities. A child may receive support from a number of adults and a conversation with the class teacher or SENDCo will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback. For children who are travelling on Local Authority transport, this dialogue may be made through the daily contact book, which gives information on your child's learning during the day and advice for strategies and activities you may want to use.

Our Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. S/he will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Our named Governor is responsible for:
- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
  - ☐ Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. At these meetings we take minutes and all parties are sent copies of the minutes for their files. Should it be necessary a Common Assessment Framework (CAF) may be suggested to support the understanding and sharing of information about individual children.

### What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*
- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*
- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?*
- *Does the setting, school or college have any formal accreditations, charter marks or awards?*



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### Working Together & Roles

- *Does the setting, school or college provide disability awareness training?*

We regularly invest time and money in training our staff to improve ordinarily available inclusive provision for all students, to develop enhanced skills and knowledge to deliver short term support interventions and individualised support and interventions. Our Special Educational Needs/Disability Co-ordinator (SENDCo) is a qualified and experienced teacher/Headteacher and holds the National Qualification in Special Educational Needs (NASENCO), as well as receiving ongoing SEN training through local authority and trust network meetings and nationally recognised training such as that provided through NASEN. She is also holds a postgraduate qualification as a Primary Maths Specialist Teacher, which encompassed training on how to support pupils with maths difficulties and has been Specialist Leader in Education (SLE) for Phonics and PSHE.

Our Adaptive Teaching Lead, Kirsty Bibby is currently completing the Train the Trainer for Adaptive Teaching course through Best Practice Network and was part of a pilot research project for the role of the Adaptive Lead Practitioner for our trust last year.

Our specialist SEN TAs are offered courses to help develop their practice and our lead SEN TA is embarking on a level 5 specialist TA apprenticeship with Best Practice Network.

Our Family Support Worker and Deputy Headteacher are qualified mental health practitioners.

Our ELSA practitioner is trained and supported via continuing CPD through Cheshire East ELSA practitioner network meetings.

Our teaching assistant who supports with visual impairment/ blindness is supported through the visual impairment team and RNIB training.

Staff receive ongoing training for SEND, delivered through the SENCO, external agencies and charities as part of staff meetings and INSET days.

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? **(IRR)**

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND?*
- *Do any other services work closely with yours? This can include health, social services, local authority support services, voluntary organisations.*
- *Which health or therapy services can children/young people access on the setting/school/college premises?*

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; visual impairment team, social services including - Locality Teams, social workers and Educational Psychologists and autism outreach.



## Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability

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### Working Together & Roles

#### Who would be my first point of contact if I want to discuss something?

- *Who can I talk to if I am worried?*

If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity. If after your discussion you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SEND co-ordinator/Headteacher. If you are still not happy you can speak to the school SEN Governor.

#### Who is the SEN Coordinator and how can I contact them? **(IRR)**

*Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support*

**Our SEND co-ordinator from January 2026 is Anna Jones, Headteacher/DSL**

**She can be contacted via email [ajones@black-firs.co.uk](mailto:ajones@black-firs.co.uk) or via Class Dojo or by contacting the school office on 01260 272 935.**

**Mrs Jones is usually on the gate at the beginning or end of the day, so please come and have a chat if needed also.**

#### What roles do your governors have? And what does the SEN governor do?

*Note: must include information around looked after children*

**As previously mentioned a named Governor is responsible for SEND and meets regularly with our SEND Co-ordinator. Reports to the Full Governing Body are given every term to inform them about the progress of children with SEND. The Governors monitor the impact of identified priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.**

**Our SEND governor is Rob Sigley. Rob is a Specialist Teacher and Resource Base Co-ordinator for the Autism Inclusion Team in Staffordshire. He meets half termly with our SENDCO/Headteacher to discuss and monitor SEND provision.**

**We also have a Deputy Designated Safeguarding governor, Cheryl Glover, who works within the NHS Midwifery team and is Safeguarding responsibilities in her professional role. She is our pupil premium governor and is working with our RADY Lead this year to monitor impact of our interventions and support for vulnerable pupils, including SEN and LAC. She has offered to support our school in developing our awareness of PREM AWARE, as many pupils who are born premature are more likely to develop some level of SEND need. We have now added this to our admissions information to help our potential early identification of need.**





## Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability

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### Working Together & Roles

#### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- *How will my child/young person be able to contribute his or her views?*
- *How will the setting/school/college support my child/young person to do this?*
- *How do you support children and young people with SEND/LDD in making their aspirations known?*
- *Do you have any student focus groups, councils or forums within the setting?*

**We are a school where we value and celebrate each child being able to express their views on all aspects of school life. There is an annual child questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. Class teacher regularly plan PHSE lessons which involves the child having a voice in many aspects of their learning.**

#### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

**Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parents are encouraged to become Governors through a democratic process and we regularly promote questionnaires gaining parents views and our open door policy.**

#### What help and support is available for the family through the setting, school or college? *(IRR)*

- *Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?*
- *What information, advice and guidance can parents and young people access through the setting, school or college? Who normally provides this help and how can they access this?*
- *How does the setting, school or college help parents with travel plans to get their son/daughter to and from the setting, school or college?*





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### Inclusion & Accessibility

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

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*
- *Do you offer holiday and/or before and after school/college provision? If yes, please give details*
- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?*
- *How do you make sure clubs, activities and residential trips are inclusive?*
- *How will you help my child or young person to be included?*
- *How do you involve parent carers in planning activities and trips?*

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

Our school staff are proficient in knowing all the necessary organisations that support and advise parents and support with any forms and procedures that are needed to access support that is available for families with any requirements. This may also include linking into support with travel plans when necessary.

We offer lunchtime club, sports coach for lunchtimes which are free for our SEN pupils.

We have SEN Teaching Assistants who work within our breakfast and lunchtime provision as needed and will offer to support pupils with SEN needs in after school clubs where possible.

Our Holiday clubs are run through ASM Sports- support for pupils for these clubs needs to be organised through them.

We participate in Inclusion Friendly Sports Afternoons, organised through Congleton High School, where pupils are encourage to participate and are supported to get to and from events e.g. through arranged car transport or through use of wheelchair.

For residentials an information session is held for all parents to give time to raise any questions and then an individual meeting will be offered and forms sent to parents regarding any important information we will need to factor in for the visit/residential.

Once the residential has been completed, we will ask parents to feedback re any information so that we are able to improve adaptations for the following year's residential and these notes will be added to CPOMS and pupil's SEN records. If a parent requires additional contact when we are away we will always try to accommodate this, such as if a pupil has ARFID (food disorder) or epilepsy parents may need to check that their child has eaten- this is to reduce anxiety for parent as well as pupil.



## Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability

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### Inclusion & Accessibility

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

Is the building fully wheelchair accessible? ☐ YES

Details (if required)

Yes, we only have a mezzanine area in one classroom that is not accessible, but this would not need to be used by pupil.

Are disabled changing and toilet facilities available? YES

Details (if required)

We have two disabled access friendly toilets which both have showers- one near Reception class and one in the Pre-School building

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

Details (if required)

There are designated disabled access parking bays on the right hand side of the carpark near the front door.

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

Details (if required)

Yes if a student or member of staff requires this we do have bays in school and there is additional parking in the school carpark

#### Additional Points:

- Where can I find the setting's Accessibility Plan? *[As described in the latest SEN Code of Practice]*
- How are SEND students supported to access those facilities available to all students?
- Have there been improvements in the auditory and visual environment?
- How do you communicate with those whose first language is not English (including parent/carers)?
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?
- Is any specialist IT software or equipment available and used within the setting?



## Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability

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### Transition

#### Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

- *Where can I find information on entry criteria? (colleges/post 16)*
- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in the latest Code of Practice)*

Our Accessibility Plan is available on our school website **Policies | Black Firs Primary School** [www. black-firs.co.uk/our-school/policies](http://www.black-firs.co.uk/our-school/policies)

Our admissions criteria is available on our school website **Admissions | Black Firs Primary School** | [www. black-firs.co.uk/our-school/admissions](http://www. black-firs.co.uk/our-school/admissions)

We are currently consulting to change our admissions criteria from 2027-2028 **Admissions Consultation | Black Firs Primary School**  
[www. black-firs.co.uk/our-school/admissions-consultation](http://www. black-firs.co.uk/our-school/admissions-consultation)

**We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.**

**We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary. The school uses Class Dojo for its main communication method with families as this has a translate tool built in. We also send out emails via Arbor, so that if parents need to use accessibility features such as read aloud function or enlarge text they are able to do so.**

#### How can parents arrange a visit to your setting, school or college? What is involved?

- *Do you offer Open Days?*

**We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school office to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs. Admission arrangements are clearly explained on our website [www.black-firs.co.uk](http://www.black-firs.co.uk)**

**This year we also offered two open mornings on Saturdays in October and November from 10am till 12pm so that families who would like to come and visit were able to see the Pre-School and Reception classrooms and the outdoor space in a quieter, accessibility friendly way. This was really successful and something we will look to offer again in the summer term. Families of pupils with SEN needs found that this gave them the opportunity to talk more openly with staff about their child's strengths and needs and then they could arrange to come back at a busier time if required.**



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### Transition

**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)**

- *What preparation will there be before my child or young person joins you?*
- *How will he or she be prepared to move onto the next stage?*
- *What information will be provided to his or her new setting, school, or college?*
- *How will you support the new setting, school, or college to prepare for my child or young person?*
- *What work experience opportunities do you offer?*
- *Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?*
- *Do you teach life skills and/or independent travel training?*
- *Do you use job coaches or careers advisors?*

**We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.**

- **If your child is moving to another school:**
  - **We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that need to be made for your child.**
  - **We will make sure that all records about your child are passed on as soon as possible.**

**When moving classes in school:**

- **Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher.**
- **If your child, would be helped by a book (social story) to support them understand moving on, then it will be made for them. We will also offer the opportunity for children with EHCPs to come and visit the school the afternoon before school starts back in September to help them to familiarise themselves with their new classroom/teaching team. Where possible we will also send a welcome back video on Class Dojo for pupils to help them prepare for the return to school.**
- **We aim that all Visual timetables are now consistent across school and all classes have working walls, phonics mats and sentence checkers so that we ensure environments have aspects which are familiar to our pupils to help reduce anxiety.**
- **Transfer to Secondary School**
  - **The SEND co-ordinator will attend the Primary Transition Day to discuss the specific needs of your child with the SEND co-ordinator of their secondary school as appropriate.**
  - **Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.**



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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

- *Who can I contact for further information? (Parent partnership etc.)*

#### A. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service (CEAT)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- ☐ Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- ☐ Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- ☐ Behaviour advice service
- ☐ Family Support Workers.

#### B. Provided and paid for by the Health Service (East Cheshire NHS Trust)

School Nurse  
CAMHS

#### C. Voluntary agencies

- Parent Partnership Service (to support families through the SEN processes and procedures). Parent carer forum [www.cepcf.org](http://www.cepcf.org)
- National Autistic Society
- MENCAP
- 'How to Drug Proof Your Kids' – Sue Cussons DPYK Co-ordinator ([sue.cussons@ntlworld.com](mailto:sue.cussons@ntlworld.com))
- Vysion – Congleton Based
- SWANS counselling service
-



## Black Firs Primary School: Our Local Offer for Special Educational Needs and/or Disability



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### Additional Information

All families are able to access a wide range of support and service through the Family Hub offer. Our local family hub is based next to Daven Primary School in Congleton, but you are able to access support and sessions at any of the hubs.

[www.cheshireeast.gov.uk/livewell/care-and-support-for-children/family-hubs/family-hubs.aspx](http://www.cheshireeast.gov.uk/livewell/care-and-support-for-children/family-hubs/family-hubs.aspx)

### When was the above information updated, and when will it be reviewed?

*Must be updated annually – please provide date of latest update*

This SEN information report was updated in January 2026. It will be reviewed in January 2027.

### Where can I find the Cheshire East Local Offer? **(IRR)**

The Cheshire East Local Offer can be found on the Livewell website

#### Local offer for children with SEN and disabilities

[www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities](http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities)

### What can I do if I am not happy with a decision or what is happening? **(IRR)**

- *How can parents give feedback to the setting, school or college?*
- *What is the setting, school or college's complaints policy? **(IRR)***

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SENDCo) [ajones@black-firs.co.uk](mailto:ajones@black-firs.co.uk). In the case of Black Firs, the SENDCO is also the Headteacher, so if you wish to make a complaint please contact our Deputy Headteacher, Jen Harrison [jharrison@black-firs.co.uk](mailto:jharrison@black-firs.co.uk) who will speak to our Primary Director. If you are not satisfied you could then contact our SEN governor Rob Sigley, [robsigley@black-firs.co.uk](mailto:robsigley@black-firs.co.uk)

Should a complaint be made as a school we have a complaints policy, which can be obtained through the school office. A parent may wish to seek advice at this time from the Parent Partnership Service -Cheshire East's Information, Advice and Support (CEIAS) [livewellservices.cheshireeast.gov.uk/Services/1](http://livewellservices.cheshireeast.gov.uk/Services/1)

or through Cheshire East Parent Carer Forum [www.cepcf.org](http://www.cepcf.org)

However if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.