

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



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	
Type of Setting <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Early Years</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Primary</div> <div style="width: 33%;"><input type="checkbox"/> Secondary</div> <div style="width: 33%;"><input type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input type="checkbox"/> Maintained</div> <div style="width: 33%;"><input type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please Specify) <input style="width: 100px;" type="text"/></div> </div>
Specific Age range	
Number of places	
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid #ccc; height: 150px; 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).



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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)*

- When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting
- If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child.
- The initial conversations will be had between parents and the class teachers and they will then speak to the school SENCO. The SENCO will then contact the correct support services and make any necessary referrals.
- If your child does not appear to making the same level of progress as other children of their age, we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. This process is called EIP (Early Identification Pathway) and during the 12 week period, children will take part in interventions led by teachers and TAs to address any gaps in their learning.
- We are child and family centred so you will be involved in all decision making about your child's support

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

- If you tell us you think your child has SEN we will discuss this with you and investigate.
- We will also share any concerns with you.
- Concerns can be raised with class teacher to arrange an EIP (Early Identification Pathway) meeting.
- This will involve class teacher initially and may also involve school SENCO.
- We will meet together to complete an 'EIP' document which allows us to record concerns, identify next steps, agree planned support and outcomes for your child and where need be, seek additional advice.
- When pupils have identified SEND, we work with the people who already know them and use the information they already have to further continue to support them in our setting.



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Identification

We use the Cheshire East Toolkit and together with parents would complete EIP Plan or SEN Support Plan or, for children with an EHCP an EHCP Implementation Plan, these proformas record your child's needs, professionals involved, targets set, support planned, parent and child views. -

[Inclusion toolkit](#)

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

[SEND | Egerton Primary School](#)- All policies can be found here.



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Teaching, Learning and Support

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

- [Local offer for children with SEN and disabilities](#)- We deliver SEND provision in accordance with the Cheshire East Local Offer.
- Teachers at Egerton provide OAIP (Ordinarily Available Inclusive Provision) to all pupils with or without SEND. They make adaptations to suit the needs of the individuals in the class and listen to pupil and parent voice to guide these adaptations. Teachers are adept in using different ways of supporting work through the use of adult input, word banks, assistive technology etc. (See Cheshire East Inclusion Toolkit [Inclusion toolkit](#))
- Support is planned according to the needs of the cohort and these decisions are often based on the outcomes of termly assessments, EHCP funding and SEND plans.
- Parents will be involved every step of the way: the initial EIP and SEND plan meetings, termly plan, do, review meetings to assess progress against targets and to hear the feedback from any outreach support we may receive. Parents need to give their consent for any involvement from EP, SALT or CEAT.
- We offer a NESSY intervention to support children with literacy difficulties or dyslexia, ELSA, Lego Therapy, Sensory Circuits and Circle of Friends. The class teachers also run phonics, maths, reading, handwriting and spelling interventions to support the needs of individual cohorts.
- Outreach: CEAT, SALT, Springfield Special School.

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

- Using planned Quality First Teaching, Quality. (5 A Day for SEND – Supporting: Direct Instruction, Metacognition, Scaffolding, Flexible Grouping, Use of Technology.
- We use the Cheshire East Toolkit Appendix 2 Quality First Teaching and extra supported as needed for the 4 broad areas of SEN as appropriate to your child. Early intervention programmes, as required, within a supportive environment. We will use advice from professionals involved with your child. Initial Concern Support Plan or SEN Support Plan, SEN EHC Implementation Plan will show support in place.

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

- To provide the OAIP we universally offer to all children at Egerton, a small portion of the SEND budget goes towards providing overlays, writing slops, wobble cushions, ear defenders etc.
- To provide interventions to children on the EIP, we need staff to effectively deliver and meet need. Much of our budget goes towards that.
- For children on SEND plans, we follow the Graduated Approach as outlined in the Cheshire East Toolkit. Children will EHCPs receive banded funding that tops up what is provided initially from the school's SEND budget.
- Additional funding would need to applied for and for children in Nursery this is called SENIF. Applications are made and a judgement decided by a panel. For children from Reception to y6, we conduct interim and annual reviews of EHCPs to ascertain whether we feel we are meeting need under the current funding level. If it is decided we are not, the local authority will discuss the request and make a decision at panel also.

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)**



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Teaching, Learning and Support

- We start in all cases with OAIP and if that does not meet the child's need we progress onto EIP. If after 12 weeks of intervention the child has not made the desired progress despite the interventions in place, we look to introduce a SEND plan. Targets will be set by the class teacher after discussion with the parents and these will be reviewed termly. The targets set on the SEND plan then determine the interventions we need to put in place for the children.
- If we feel that further advice and support is needed from SALT or Outreach (CEAT, EP), we would discuss this with you before making any contact.
- Parents will meet with the class teacher termly to review SEND plan targets consent would be required for any outreach, EP or SALT involvement. We operate an Open Door Policy and welcome parents in to talk about any concerns they may have. Parents are also invited to two parent's evenings annually.
- Parents are fully involved with the process throughout.
- The budget is allocated and managed by the Head Teacher, School Business Manager and the SENCo.
- Support is planned and funded relative to level of need, targets set and support and resources planned at each level. First Concern. SEN Support. SEN EHC Implementation Plan.

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

- Interventions and resources stipulated in EHCPs are provided and delivered through the funding received.
- For OAIP and children on SEND plans, the school uses their SEND budget to provide the resources we need. Resources like coloured overlays, wobble cushions, resistance bands, NESSY fingers etc are provided by school.
- Any more specialised equipment required by individuals would be discussed with the relevant agencies eg: occupational therapy.

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)*

- We routinely assess phonics each half term in reception and year one.
- We assess reading from years 2- 6 using FFT, Yarc and Benchmarking
- From years 1-6, children undertake PIRA and PUMA assessments termly so we can keep clear records of their starting points and progress in each year group. These assessments are provided for all children but when required, reasonable adjustments can be made. These assessments are shared at the parents' evenings we run twice a year. Teachers will be available to talk to you at other times to answer any questions you may have about your child's progress and home/school books can be used as a more frequent form of communication.
- For children on SEND plans, the teacher will speak with the parents termly when targets are reviewed and new ones set. For children on EHCPs, children will have interim and/or annual reviews and parents are invited to these meetings.

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



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Teaching, Learning and Support

- Children are invited to partake in pupil voice regularly to ensure that their voice is heard and their preferences are listened to. We offer checks ins and check outs at the start and end of the day so the children know their voice matters and their needs are heard.

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 Deputy Headteacher (Assessment Lead), works with the Head Teacher, SENCo and Class Teacher to monitor progress of SEND children. They will discuss the impact of the support provided to children of young people with SEND. Following this meeting, support provided will be refined and adjusted accordingly.
- Children's progress will be measured against their national curriculum standards and progress through them. However not all progress is 'hard data' and small steps progress can be measured through the number of SMART targets met and also through pupil voice and their views and wellbeing.
- Parents and Carers can meet with teachers termly to review the effectiveness of the provision through the review of the Initial Concern/SEN Support Plan/EHC Implementation Plan.
- All parents complete parent questionnaires at the end of the academic year. The SLT consider all questionnaires that have been returned and address key issues raised.

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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?

All children in Reception, Year 1 and Year 2 are handed over to parents/carers or known adults by their class teacher at the end of the day. Older children leave the school building independently. Where it is appropriate, support staff with escort a child to his/her parent/carer at the end of the day.

What support is offered during breaks and lunchtimes?

Where appropriate, SEND children would have close supervision at play times and lunch breaks. Staffing to accommodate this would be at the discretion of the Head Teacher and funding.

How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)

If appropriate, a risk assessment would be carried by a member of staff, usually the Head Teacher. Where risks were identified, appropriate action would be taken to minimise possible risks.

What are the setting/school/college arrangements for undertaking risk assessments?

Prior to all school visits, the Class Teacher will complete an online risk assessment, Evolve, in accordance with Cheshire East policy. The assessment has to be approved by the Head Teacher before being forwarded to Cheshire East for approval.



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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?

All class teachers have a close working relationship with the children in their care. If it is felt more appropriate, a child could be assigned another member of staff who they feel at ease with and confident to talk to in order share any concerns they might have. We have a tiered approach to wellbeing (please see Wellbeing Tab on main page). Children are supported by teacher, teaching assistants, dedicated ELSA (Emotional Literacy Support). We have wellbeing Curriculum – Kapow that is delivered within our PHSE Curriculum.

What measures are in place to prevent bullying?

- Egerton has an Anti-Bullying policy which is followed by all staff at Egerton School. Should any concerns arise, they are dealt with swiftly by the appropriate staff. A safe culture is promoted at all times. All staff have strong relationships with all children and are vigilant regarding their happiness and well-being. Any issues are dealt with swiftly, shared with key staff and parents when appropriate.

Where can I find details of policies on bullying?

- **School Website**

How do you help children and young people to make friends?

- All children are encouraged to work together and look after each other. Egerton has embedded a strong culture across the school, which helps children to work together and value each other– these values are displayed in our main hall. Social and Emotional support is also planned for those that need additional targeted support. Our children also all belong to an Ambassadors Team – enabling them to mix with other children from different years groups and undertake a range of activities led by their own interests and areas that they would like to represent.

Is a mentor or buddy scheme available for my child or young person?

If it is appropriate, the Class Teacher will assign a mentor or buddy to support another child in the school.

How do you encourage and measure the development of good self-esteem and confidence?

Each teacher ensures positive re-inforcement and feedback. This taken many forms including verbal feedback, celebrations, stickers, points (such as Dojo's). These are awarded to children to promote self esteem and confidence. All children take part in weekly sharing assemblies where good work, behaviour and achievements both in and out of school are celebrated. Assemblies are interactive and involve children from all year groups. All children take part in Infant and Junior Plays which help to develop their confidence when performing in front of an audience.

Do you offer sibling support?

- Sibling support could be offered if it was felt appropriate to do so.

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.)?

Parents/carers need to complete a form giving School permission to administer medication. Medication is only administered if it is prescribed. Where toileting needs assistant, appropriate staff are assigned to oversee this. There is a disabled toilet but no specific changing area.



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Keeping Students Safe and Supporting Their Wellbeing

What would the setting/school/college do in the case of a medical emergency?

- Egerton has a number of staff who have completed First Aid training. In an emergency, staff would call an ambulance and then contact Next of Kin to inform them of the incident.

How does the setting/school/college support young people who have to take time off for medical appointments?

Where children are required to take time off for medical appointments, the school office should be notified so that the class teacher can be informed. The register will be marked with an appropriate code to signify that absence is due to a medical appointment.

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 Care Plan will initially be completed by the appropriate Class Teacher, SENCo and any other professionals involved with the child. It will then be shared with parents/carers so that there is an opportunity for it to be discussed, amended and more detail added, where appropriate.

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

- Egerton is part of the 'Emotionally Health Schools Project' and we have access to and use a range of tools and services to support wellbeing.
- Pupil wellbeing is at the heart of all we do. Please see our main 'Wellbeing' tab on the main page.
- All teachers provide a quality first wellbeing curriculum and we use the Jigsaw mindful approach to support this which enables children to be calm, connect with others, be open and learn about wellbeing.
- We have a dedicated ELSA Learning Mentor who provides targeted wellbeing support.
- Our Senco is a trained Senior Mental Health need to plans curriculum, targeted support and also works with other professionals and services to gain further advice or guidance.
- We can refer children into the 'Emotionally Healthy Schools Cluster' to gain additional advice and support for children.
- We can refer into Child and Adolescent Mental Health Service, as needed.

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

- Where a child is at risk of exclusion, parents would be invited to a meeting with the Head Teacher (or her Deputy), SENCo and Class Teacher to discuss strategies to promote increasing attendance and supporting behaviour.



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Working Together & Roles

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

- The Class Teacher is responsible for planning and delivering the day to day education of the children in his/her class across all subjects in the National Curriculum. The Class Teacher is also responsible for the Personal and Social wellbeing of the children in the class and ensures that they are happy, safe and cared for appropriately throughout their time in school.

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

- All adults in school including the Head Teacher, Deputy Head Teacher, all Teachers and Support staff will have a role in the child's education.

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?

- The SENCo will be responsible for ensuring 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. Staff training takes place regularly linked to current cohort of children so that all staff can support.

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

- The SENCo is a trained Senior Mental Health Lead and will take the NA SENCO award.
- The SENCo regular attends Cluster Meetings led by CEAT and Educational Psychologist and SEND Inclusion Meetings led by SEND Inclusion and Quality Assurance Team.
- Teachers and Teaching Assistants have engaged with training for a range of intervention strategies eg. Maths No Problem, Little Wandle, ID L Dyslexia, Wellcomm Language, Sensory 101, Targeted Speech and Language Training.
- All TA team have an overview of needs and recommended strategies to support: Dyslexia, Autism, ADHD, Communication, Early Reading.

What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?

- All staff are supported to attend appropriate training courses as part of their Continued Professional Development (CPD), as and when appropriate to meet the needs of individual, or groups of, children.

Does the setting, school or college have any formal accreditations, charter marks or awards?

- Inclusion Quality Mark, International Schools Award, RRSA Gold

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

- If this is required, parents/carers should seek support initially from the SENCo. They may then be referred to another member of staff if this was felt to be appropriate. A range of information, advice and support is also available through the Cheshire East Local Offer Website –

- Livewell:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

- We access CEAT, EP, SALT.



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Working Together & Roles

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

The class teacher would be your first point of contact and they would speak to the SENCO.

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

Stephanie Taylor Wattam

senco@egerton.cheshire.sch.uk

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

SEN Governor liaises and supports the SENCo meet the SEND Code of Practice framework and expectations.

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 being able to contribute his or her views?

- All children have an equal opportunity to contribute his or her views through their class teacher or any member of staff, either verbally or written, in a formal or informal way.
- Children will be supported as appropriate by staff if they wish to talk and share any concerns.

How do you support children and young people with SEND/LDD in making their aspirations known?

- Formal and informal opportunities will be given to children when appropriate, so that they have time to talk in a quiet area where they feel comfortable and they can share their feelings.

Do you have any student focus groups, councils or forums within the setting?

- All children belong to an Ambassadors Group – this enables every child to choose a group that they would like to support and have an area of interest where they can contribute and share their views. Our Ambassadors Groups include: Safe and Happy, Digital, Global, Eco, Community,

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

- Parents will be notified if a Parent Governor position becomes available
- We also have a busy and supportive PTA who raise funds for school through termly events. The PTA are always looking for new parents to join and support them.



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Working Together & Roles

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

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?

- **Where information, advice and guidance is sought, parents/carers should contact the SENCo in the first instance. They may then be referred to another member of staff if this was felt to be appropriate. A range of information, advice and support is also available through the Cheshire East Local Offer Website – Livewell:**
<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

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?

- **Parents/carers who may require help with travel plans to get their son/daughter to and from school, should contact the Head Teacher in the first instance.**



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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?

- All extra-curricular/after school activities are available to be accessed by all children with SEND.

Do you offer holiday and/or before and after school/college provision? If yes, please give details

- Multiflex run a holiday club for periods during the holidays.

What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?

- There is a range of After school activities offered which have included Multiflex sports activities, yoga, netball, football, cricket, computing, cookery, games, film club etc. There is a cost for Multiflex sports which covers the cost of the sports coaches. There may also be a small charge for resources (eg. Food for cookery).

How do you make sure clubs, activities and residential trips are inclusive?

- All clubs, activities and residential trips are open to all children. Financial support may be available should this be appropriate. Activities are risk assessed and appropriate arrangements put in place to ensure full inclusion.

How will you help my child or young person to be included?

All children are encouraged to take part in residential visits, trips and clubs. We may undertake pre-research, identify worries and address these, use social stories as needed.

How do you involve parent carers in planning activities and trips?

- Parents/carers are invited to come into school to listen to children read, undertake specific art activities and accompany classes on school trips. In addition parents/carers can also become mystery readers where they are able to share a favourite story and read aloud to a class. A specific meeting for parents is arranged when planning a residential visit. When it has been deemed necessary an initial day visit has been arranged for a small group to 'report back' to the rest of the class in supporting children with specific needs to prepare them well for a residential visit.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

Are disabled changing and toilet facilities available? ☒



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Inclusion & Accessibility

Details (if required)

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

Details (if required)

We have 3 spaces outside school but these are not disabled spaces so are often in use. We are based in a residential area so there is often other cars parked close by.

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

Details (if required)

Additional Points:

- [SEND | Egerton Primary School](#)- Accessibility plan

How are SEND students supported to access those facilities available to all students?

Support staff will be assigned to support access to facilities as and when required.

Have there been improvements in the auditory and visual environment?

- **All classrooms have interactive whiteboards and teachers use a variety of teaching strategies, including visual learning to support different learning styles.. There is no loop system in place.**

How do you communicate with those whose first language is not English (including parent/carers)?

- **We use dual language book resources, available from the resource library. Translations applications. This has also been supported well by family members who speak English.**

Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?

- **All staff are trained in the use of Visual Timetables. We have access to 'Sign along' and training/re-fresh as needed.**

Is any specialist IT software or equipment available and used within the setting?

- **We use IDL Dyslexia Software. We use 'talking postcards' to support working memory. I-pads have immersive reader mode.**
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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 relating to your admissions policy? (including details of arrangements for admission of disabled pupils –

- **Contact the School Office or the School Website.**

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

- We offer open days which are advertised in October/November annually.
- Parents are also welcome to visit at any other time of the year.

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?

- Induction days are timetabled for children who are entering Reception in the Summer Term prior to starting in September. Induction days can be arranged for children who join the school in other year groups and parents/carers would need to discuss this with the Head Teacher.
- Action for Inclusion Plans will be completed prior to entry, if appropriate. Meetings involving parents/carers, the Head Teacher/SENCo and the class teacher will be arranged.

How will he or she be prepared to move onto the next stage?

- Transition meetings will be organised for those children moving from Key Stage 2 into Key Stage 3. A move-up day takes place at the end of the Summer Term for all children so that they have an opportunity to work with their new teacher before the beginning of the new academic year.

What information will be provided to his or her new setting, school, or college?

- Parents/carers should contact the School Office to access current information available.

How will you support the new setting, school, or college to prepare for my child or young person?

- Regular communication with parents/carers help to prepare children for their setting. SEN Support Plans will be shared. Transition visits can be arranged as necessary.

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Additional Information

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

- School SENCO Mrs Stephanie Taylor Wattam
- Headteacher and DSL Caroline Lowe
- CEIAS- [Cheshire East Information Advice and Support](#)

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

January 2026

Review January 2027

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

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

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

- Parents/carers can contact the Head Teacher or Chair of Governors.
- This complaints policy can be found on the schools' web site