

# SEN Information Report for 2022-2023

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



## SEN Information Report for 2022-2023

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<b>Name of Setting</b>	Shavington Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input checked="" 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 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 style="width: 150px; height: 15px;" type="text"/>
<b>Specific Age range</b>	4-11 (with nursery provision for children from 3 years)
<b>Number of places</b>	PAN of 60. 373 children (+ 36 in nursery)
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input 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 checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">                     Autism. We have a 12 place Additionally Resourced Provision for children with traits of a                 </div> </div> </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).



## 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)*

Within our school there is a wealth of experience on our team and this is used to ensure early identification of pupils who may need extra help.

Recognition that a young person needs extra help can come from a number of sources these being:-

- Concerns raised by parents/carers, teachers, teaching assistants or the pupil's previous school.
- Termly pupil progress meetings between the Teacher and Principal to discuss the progress of each child.
- Termly SEN review progress meetings between the SENCo and the Teacher.
- There may be a lack of progress so a child may be identified as performing below age-related expectations.
- A pupil asks for help.
- There is a change in the pupil's behaviour or low self-esteem that is affecting performance.
- Liaison with external agencies or a health diagnosis through a paediatrician.

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

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.

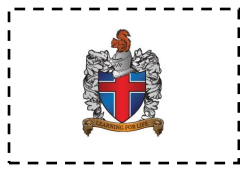
If you think your child needs extra help you should:

- Speak to the class teacher and make an appointment to speak to him or her after school.
- The class teacher may invite the Special Educational Needs Coordinator (SENDCo) along to listen to your concerns and help plan next steps where it is needed.
- You can contact the SENDCo directly by making an appointment with the school office.

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

Please visit [www.shavingtonprimary.co.uk](http://www.shavingtonprimary.co.uk) The website will provide you with all relevant school policies and documents relating to provision offered to our pupils.

You can find the SEN Policy in the 'About Us' tab under the heading 'SEND'. It is at the bottom of this page along with this SEN Information Report which explains how the school implemented the policy the previous academic year.



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





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



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### Teaching, Learning and Support

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

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. All teachers have Qualified Teacher Status. We adapt learning across the curriculum to meet individual needs. Sometimes a pupil may need a very personalised approach to learning across the school day whilst other pupils may simply need learning adapted to meet their particular needs. We 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. Our school provides a team around the child approach so that children do not become reliant on one specific adult. There may be a number of adults supporting a child, including the class teacher.

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

As an inclusive school, all children work within the curriculum and specific learning environments are pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this means that, in a lesson, there would be various levels of difficulty in the tasks set for the class to enable personalised learning. The benefit of this type of adaptive teaching is that all children can access the lesson and learn at their level.

We seek professional advice from other agencies, such as speech therapists, Educational Psychologists and the Cheshire East Autism Team to help us match the curriculum and learning environment to a pupil's needs.

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

- The Principal decides on the budget for SEN in consultation with the Chief Executive Officer (CEO) and the Chief Finance Officer (CFO) of the Learning for Life Multi-Academy Trust.
- The Principal and SENCo strategically manage the SEN budget. This budget allocation is reviewed throughout the year to meet any changes in pupils needs or resources available. They discuss this budget with the CFO of the Learning for Life Partnership.
- The Principal and SENCo meet regularly to review the special educational needs across the school and make changes to the allocation of resources to reflect these needs.
- Resources are allocated on a needs basis. Resources may be specialist equipment, additional adult support or outside agency support.
- Resources for pupils with SEN are, as far as possible, met from the school budget.



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

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### Teaching, Learning and Support

- Some pupils have complex needs and the school may receive additional funding to provide them with the support that they require.

### 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)*

- When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the class teacher and possibly the SENCo. This year, these meetings have been face to face or over the telephone where a parent may request it.
- During the meeting, the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed.
- These outcomes will be shared with the pupil and his or her views will be included in the decision.
- The school has a wide range of expertise and understanding about the type of support a pupil may need, if there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes then parents will be encouraged to discuss the matter with the school's SENCo or Principal. The school works closely with parental support agencies (such as CEIAS) to agree appropriate outcomes and support where there is a difference of opinion.
- All resources training and support are reviewed regularly and changes made as needed.
- Where a pupil's needs are more complex (such that they require more than 12 hours of 1:1 support) consideration will be given to making an application for a Needs Assessment with a view to acquiring an Education Health and Care Plan (EHCP). During the Needs Assessment, the school will provide information to the Local Authority who will then determine the exact extent of the child's needs and provide top up funding if these needs require more than 12 hours of specified support.

### 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. If any specialist equipment or facilities are required then, where possible, this will be met from within the school budget, for example a writing slope or specialist pen.
- Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a teacher of the deaf or occupational therapist. This may then be met by the school budget or may form part of the provision within an Education, Health Care Plan. For example, specialist hearing aids for a deaf pupil.
- Some specialist equipment can be secured on loan from specialist agencies and across the Learning for Life MAT we have the opportunity to share resources.



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### Teaching, Learning and Support

#### 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)*

- Your child's progress is continually monitored by his/her class teacher and it is formally reviewed by the Principal and SENCo each term.
- Children's progress is reported to parents / carers every term at a Parent's Evening.
- If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher or make an appointment to speak to the SENCo.
- The SENCo regularly monitors the progress and support for pupils with special needs and discusses this with class teachers. If the SENCo is concerned about any aspect of your child's progress she may contact you to discuss this.
- Pupils with SEND will have 3 review meetings a year. The first meeting will set the outcomes of the year and review progress from the previous summer term. The second and third will review progress from the previous term and discuss next steps.
- Pupils with SEND will have 3 parents' evenings with their class teacher.
- Pupils with an Education Health Care Plan will have a formal Annual Review once a year. Interim Reviews can be called at any time if it is felt that the child's needs changed considerably.
- Children with an Education Health Care Plan have an Education Health Care Implementation Plan. This documents the support a child is receiving to meet the long-term outcomes set in the EHCP. These plans are reviewed with parents three times a year and the progress the child has made towards meeting these outcomes is recorded. They also feed into the Annual Review process to identify where targets and provision need updating.
- Children on the SEN Register have a School Support Plan. This documents the support a child is receiving and contains information on how you can support your child with their learning. Outcomes (targets) are recorded in these plans. These outcomes link to the child's needs and indicate the progress it is hoped that the child will make in these specific areas. These plans are reviewed three times a year and the progress the child has made towards meeting the outcomes specified is recorded. This document is shared with parents once the review has been completed.
- Children complete statutory assessments at the required times (ie. phonics test in Year 1, statutory assessment in Years 2 and 6, multiplication check in Year 4) and results of these assessments are provided for parents at the required time (ie. in line with any national guidance).
- All pupils receive a written Annual Report in the Summer term.



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### Teaching, Learning and Support

- As well as face to face meetings and formal reports we may use a range of more informal methods to keep you informed of your child's progress. These may include messages in the home school diary, letters or certificates sent home, messages or celebrations on Showbie or photographic evidence shared via the Tapestry or Evidence for Learning online programmes.

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

- We encourage the active participation of pupils in all aspects of their learning.
- We have a Pupil Voice (School) Council, Wellbeing Team, Safeguarding Team and an Eco Council which meets regularly.
- Through our marking policy, we identify areas of progress and areas that need further development. The pupils are given time to read and respond to the comments.
- Across the year we talk individually to all pupils about their learning and plan next steps with them.
- For the Annual Review process the pupil's ideas and thoughts about the year are reported.

### 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 Principal and SENCo review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
- The SENCo records the support for SEND pupils through a Provision Map which includes indications of the cost of each intervention.
- The success of any intervention or support programme is monitored closely, to ensure that they are both effective and good value for money.
- A member of the school's governing body (called the Local Advisory Board or LAB) is responsible for SEN and maintains an overview of the school's provision through meetings with the SENCo.
- The SENCo provides a written report to the Local Advisory Board each term.
- The Resource Provision is formally reviewed by the Local Authority.

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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?

- The school's Child Protection and Safeguarding policy applies to all children (including those with SEN).
- We aim to include all pupils in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and require extra support at different times of the day.





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### Keeping Students Safe and Supporting Their Wellbeing

- Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom, this may include a personalised meet and greet session each day and a debrief at the end of the day.
- We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and wellbeing, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip.
- There is always a first aider included as part of the staff team for all off site activities.

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

- Our school is a nurturing school and all staff are part of the pastoral support system.
- We understand that pupils with SEND can face many challenges which may impact on their overall wellbeing and they may need extra pastoral support. After discussion with the pupil and parents, we may name a key person to add an extra point of contact and individual support.
- Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs.
- We are mindful that it can be challenging for brothers and sisters of pupils with a special need and where needed will give opportunities for them to have a 'time to talk' with a key adult and be sensitive to their needs as well.
- We do not tolerate bullying in our school and we follow our school policy.
- We provide a lunch club for children who find it difficult to manage less structured times of day.
- Children who are assigned a place within the Resource Provision always have access to a dedicated, low distraction working environment.

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

- The school has a medication policy which can be accessed on the school website.
- If a child over the age of 5 requires medication during the school day, you will need to fill in a medicine request form at the Main Office and a member of staff will administer it.
- We work closely with the School Nurse and if medication needs to be taken in school, then after discussion with the school nurse, parents and staff a plan may be agreed and put in place.
- We have yearly training on the administration of Epi pens and seek extra training needed to address any other specific needs that a pupil may have.
- We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs.



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### Keeping Students Safe and Supporting Their Wellbeing

- If a pupil needs any personal care then an Intimate Care Plan will be developed with the support of parents and medical professionals, such as the continence service. Where possible the pupil's views will also be collected.
- We review all Intimate Care Plans regularly to ensure we respect a pupil's privacy and dignity.
- We ask parents to inform school if a pupil has time off for medical appointments and we will record this absence as 'medical'.
- We have trained First aiders whose training is regularly updated. Lists of First Aiders are posted around the school.
- There is always a first aider included as part of the staff team for all off site activities.

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

- Our school ethos is to nurture all pupils.
- The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor maybe chosen to fulfil this role.
- We seek advice from other agencies such as CAMHS and Cheshire East Autism Team.
- Where a child needs extra help developing their emotional and social skills, we may put in support such as: social skills group, reflection time, quiet time, daily meet and greet, personalised learning, buddy system or access the support of a play therapist.

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

- We have a positive approach to supporting and developing good behaviour and use a range of reward systems to promote and celebrate good behaviour.
- Our Behaviour Policy can be found on our website [www.shavingtonprimary.co.uk](http://www.shavingtonprimary.co.uk)
- We recognise that challenging behaviour is not a special educational need, but we also recognise that some pupils with SEN's behaviour may need extra support and adaptations to enable them to make progress in managing their emotions. Parents are involved in identifying and discussing specific issues and a School Support Plan may be written to identify, support and set targets.
- Outside agencies are involved (where necessary) to provide advice on how to adapt support to meet the needs of any child with behavioural difficulties. In the Year 2021-22, we liaised with CEAT, Educational Psychology, SEND Key Worker from the Local Authority, Speech and Language Therapists, Pets as Therapy, Creative Action Team, Springfield Outreach, Occupational Therapist, Sensory Occupational Therapist, Early Help Team, Young Carers, Short Breaks Team, School Nursing Team, Health Visitors, Paediatricians, CEIAS, Ruby's Fund, the Education Welfare Officer (EWO), Social Workers, Family Support Workers, CAMHS Link, ChECS, SCIES Team, the Early Years complex Needs Team, Medical Needs Team, CLASP, Cheshire Without Abuse, My CWA, Cornerstone and our local police force.



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### **Keeping Students Safe and Supporting Their Wellbeing**

- Our proactive approach to managing behaviour results in a reduced rate of exclusions. If a child is deemed to be at risk of exclusion, parents are fully included in all aspects of the process.
- We monitor attendance daily and contact parents if attendance decreases significantly. A meeting may be arranged with parents to ascertain how we can support the family to improve attendance. We work closely with a company called Education Welfare Management to review and follow up any concerns around attendance.



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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:

- Deliver Quality First teaching and ensure that the curriculum is adapted to meet your child's individual needs (also known as differentiation or adaptive teaching).
- Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources, etc.)
- Be the first point of contact for parents if they have concerns about their child's progress.
- Discuss with the SENCo any extra additional help your child may need.
- Ensure 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.
- Ensure 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.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

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

Our Principal 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. She will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- She makes sure that the Local Advisory Board (LAB) is kept up to date about any issues in the school relating to SEN.

The SENCo plays a key role. The SENCo is responsible for:-

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEN 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



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### Working Together & Roles

- involved in reviewing how they are progressing
- fully involved planning ahead for them.
- Liaising with 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 SEN record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils 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 pupils 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.

The class teacher and SENCo make decisions, in conjunction with the parents, on the type of support and activities each child requires. A child may receive support from a number of adults.

Our named Local Advisory Board member is responsible for:

- Making sure that the school has an up to date SEN 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 SEN in the school and being part of the process to ensure your child achieves his/her potential in school.

**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?**

- An SEN Support Plan (SSP) or Education Health Care Implementation Plan where will be created for every child on the SEN Record. This will explain the child's needs, strengths and interests and documents the agreed support.
- The SENCO shares the information about a child's SEN or EHC plan with key staff and helps plan with staff how the outcomes can be achieved.
- Staff are regularly up dated about any significant changes to provision through staff meetings and through formal and informal discussions.
- The EHCP (for each child with an EHCP) is shared with all staff working directly with the child. The SENCo ensures that the provision specified in the Plan is put in place through discussion (and monitoring) with staff.



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### Working Together & Roles

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

The school has a wide range of expertise and skills to support pupils with SEN. These include:

- A fully qualified, experienced SENCO who is a qualified teacher, who holds the National Award in SEN Coordination.
- All our teachers have qualified teacher status and all staff receive regular training on how best to support pupils with SEND.
- Many of our TAs and teachers have received additional training and have expertise in a variety of areas. In 2022-2023, one member of staff has been trained in ELSA to add to the two from last year, a member of staff trained in Nessy and one member of staff has been trained in ELKLAN. A number of staff have been trained in Team Teach and de-escalation strategies. In addition, all staff have completed Safeguarding and Prevent training. Our RP manager has completed the 'including young children with complex communication needs in the mainstream setting' with SALT and CEAT. All staff attended Trauma Informed and Relational Practice training. The RP staff have worked closely with our link SALT on areas of speech and language training.

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

Support and advice is sought and implemented from whatever external agencies are necessary to ensure any barriers to success are identified and responded to.

In the year 2022-2023 we accessed support from:

- Educational psychologists (largely via Group Consultations which are held half termly).
- Cheshire East Autism Team (largely via Group Consultations which are held half termly).
- Hearing (Sensory) Inclusion Service
- Visual (Sensory) Inclusion Service
- Audiology
- Sensory Processing Occupational Therapy Support Service (SPOTSS)
- Child and Adolescent Mental Health Services (CAMHS) Link team (now called the Emotionally Healthy Schools team)
- VISYON
- School Nurse and the Continence Service
- Speech and Language Therapy Services



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### Working Together & Roles

- Community Paediatrician
- Occupational health and the Occupational Therapy Sensory Integration advice service
- Physiotherapy
- Social Care (Social Workers and Family Support Workers)
- Early Years Complex Needs Team
- Cheshire Without Abuse
- Creative Action Team
- Pets as Therapy
- My CWA
- CLASP
- Cornerstone
- Springfield Outreach
- CAFCASS
- SWANS Counselling Service
- CE Attendance Team and Educational Welfare Officer
- Short Breaks Team
- The Together Trust
- Medical Needs Team
- LD CAMHS
- Cheshire and Warrington Carers Trust
- Caudwell

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



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### Working Together & Roles

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 SEN co-ordinator or Principal. If you are still not happy, you can speak to the school SEN LAB member.

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

If after discussion with your child's class teacher 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 SEN co-ordinator by making an appointment with the school office or emailing [sendco@shavingtonprimary.co.uk](mailto:sendco@shavingtonprimary.co.uk)

- The SENCo is Miss Amy Brock. She holds the National Award in SEN Coordination.

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

- The school's Local Advisory Board have responsibility for ensuring the quality of provision across the school. There is a designated LAB member for SEND, and there are regular meetings between the SEND governor and SENCO, to ensure that all pupils including those with a special need or who are looked after make progress.
- The SEND LAB Member is Andrea Fisher.
- The Looked after children LAB Member is Andrea Fisher.

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

- Pupil voice is very important and valued in our school.
- We have Pupil voice questionnaires and a School Council.
- We ask the pupil about their thoughts and feelings before each parent meeting.
- We formally record the pupil's thoughts before each Annual Review and this forms part of the official review process through their key worker.

### 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 LAB members 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)*





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### **Working Together & Roles**

- The school actively encourages parents to discuss any concerns that they may have at the first opportunity. The class teacher, SENCo and Principal are all happy to discuss the needs of your family. Simply make an appointment to meet the member of staff you require at the office.
- After discussing your concerns, the school may signpost organisations such as Cheshire East Information Advice and Support (CEIAS). The school may refer you on to other services who can offer support such as Family Support Workers. This is usually achieved by referring to Cheshire East Consultation Service.



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### Inclusion & Accessibility

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

- We aim to include all pupils in all aspects of the school inside and outside the classroom.
- Some pupils need a more personalised approach and need extra support for different activities outside the classroom.
- We carry out risk assessments for all off site activities and residential visits, to ensure that everybody's health and safety will not be compromised.
- If we feel a pupil needs extra support to ensure his or her safety and wellbeing, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip or a more personalised approach to the activity or trip.
- Activities may be adapted to ensure that your child is fully included.

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

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Disabled toilets are located on the ground floor near the sports hall (this facility includes shower facilities with disabled access), a disabled toilet is available upstairs outside the library area.

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

Details (if required)

Southbank entrance has disabled spaces and access. Please ring bell for assistance.

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

Details (if required)

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.



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### **Inclusion & Accessibility**

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.



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### Transition

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

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 Admin office to arrange to meet the Principal or SENCo, who will willingly discuss how the school could meet your child's needs. Cheshire East admission arrangements are clearly explained on their website [www.cheshireeast.gov.uk/schools/admissions.aspx](http://www.cheshireeast.gov.uk/schools/admissions.aspx)

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

We welcome visits to school at any time. Please contact the school Admin office to arrange to meet the Principal, who will willingly discuss how the school could meet your child's needs.

#### 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)*

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 SENCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
  - If a child has complex needs, we may arrange a meeting with the receiving school and parents to plan the support that will ensure a smooth transition.
  - 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 to support them to understand moving on, it will be made for them.
- When we know your child is joining our school we will:
  - We will liaise with all Early Year's settings and may put in place extra visits with key workers.
  - Meet with you and anyone else who can help prepare and support your child's move to our school.



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

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### Transition

- We will discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- We may decide together that we need an inclusion plan.
- We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition.
- We will hold new starters evenings for parents and hold new starter sessions for pupils.

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### Additional Information

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

Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family  
<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Cheshire East Information Advice and Support service are signposted to offer further support  
[www.ceias.cheshireeast.gov.uk](http://www.ceias.cheshireeast.gov.uk)

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



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



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### **Additional Information**

As a school we annually update the information provided on this form and our review date is set for July each year.

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

[http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local\\_offer.aspx](http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local_offer.aspx)

### **What can I do if I am not happy with a decision or what is happening? *(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 (SENCo). If this does not solve the complaint then a parent should then speak to the Principal who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin office or on the school website. A parent may wish to seek advice at this time from CEIAS.