



**Sir
William
Stanier
School**

Opportunity
Community
Courage

SEND Information Report

2023-2024

www.sirwilliamstanier.co.uk



THE LEARNING PARTNERSHIP

**PEOPLE
PASSION
PERFORMANCE**

Identification

How will you know if my child or young person needs extra help?

- At Sir William Stanier, we aim to identify pupils with SEND as early as possible. Initial identification usually takes place during the transition process from primary school, where our dedicated Transition Lead, along with the Special Educational Needs/Disabilities Coordinator (SENDCo) liaise with the primary school about the student's needs, progress, behaviour & current level of support in place.
- For those pupils with Educational Health Care Plans (EHCPs), our SENDCo will endeavour to visit the student in their primary setting, carry out an observation & attend the Year 6 annual review when invited to do so.
- At Sir William Stanier, all Year 7 pupils complete the standardised New Group Reading & Spelling Tests (NGRT & NGST) to gain a clear indication of their reading & spelling age, so that any necessary provision can be put into place at the earliest opportunity.
- For in-year admissions, we liaise with the admissions team, the SEND team & the pupil's current school, to gather all of the necessary information around their progress, attainment, behaviour & any support in place.
- Some pupils are not identified at primary school level, and are identified through concerns raised by their parents, their teachers or school leaders. These concerns are based on their general wellbeing, their emotional or behavioural presentation, their progress in comparison to others within their year group, or their profile against recognised characteristics of specific categories of SEND. At Sir William Stanier, we carry out diagnostic screening with students to identify indicators of underlying need, using a variety of different tools. This process will also ask for parent/carer feedback to give a holistic view of the pupil, so that any necessary referrals can be made & further support can be sought.
- School staff have experience of working with pupils identified as having SEND and receive a regular programme of training to support them in the identification of SEND. Staff are able to recognise the signs of SEND that may need further investigation. Our Raising Standards Leads & Pastoral Support Managers (for each year group) and the Deputy Headteacher for Routines, Behaviour & Culture track the individual behaviour trends of pupils, and attainment is reported on three times a year; this provides a clear overview of attitude to learning, attainment & progress, and underpins our identification of first concerns, so that they can be addressed with parents/carers, pupils & staff.
- After initial identification has taken place & suggestions of how best to support the pupil have been made, any further concerns are discussed with the SENDCo, other teaching staff, and the pupil & their family. This discussion focuses on the desired outcomes for the pupil, and looks at what provision might be necessary to enable the pupil to reach those outcomes. As there is a graduated approach in response to SEND, class & pastoral-based support approaches will first be offered, for example classroom teachers may be given advice to support making adaptations for & to scaffold for the pupil, or they may be supported more closely by the pastoral or mental health teams.

- For some pupils, in addition to the class & pastoral-based support approaches, alternative interventions might be offered, such as a literacy intervention or a scheduled counselling session. Those pupils with the highest levels of need might be referred to other agencies so that we can gain further advice & guidance on how best to support them. The SENDCo keeps a record of pupils requiring support that is alternative to or in addition to that which is universally available, in order to monitor the progress of these pupils & to plan for provision across the school.

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

- If you have concerns about any aspect of your child's education, the first port of call should be your child's Form Teacher, as the person who sees them daily. Staff are available via email or telephone (details of which can be found on our website or via this link- [Staff list | Sir William Stanier School](#)), and staff are happy to schedule appointments should you feel a longer discussion is required. Form Teachers may then seek the involvement of the Year Team, the SENDCo or both. Alternatively, you are welcome to contact the SENDCo directly via email, or by telephone at the end of the school day.

Where can I find the school's SEND policy & other related documents?

- Sir William Stanier's SEND policy (and other relevant policies) can be found on the school website, or via this link- [School Policies | Sir William Stanier School](#).

Teaching, Learning & Support

How will you teach and support my child or young person with SEND?

Sir William Stanier teaches pupils with SEND in accordance with the Cheshire East Local Offer- [Local offer for children with SEN and disabilities \(cheshireeast.gov.uk\)](#).

- It is our aim that all pupils are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of inclusive practice which is adaptive & provides scaffolding to meet the needs of all of our learners. Class-based approaches might include alternative methods of recording information, visual prompts & checklists, flexible groupings to provide small-group direct input, etc. Pastoral approaches might include accessing the school Mental Health Coordinator for drop-in or timetabled sessions, emotional literacy (ELSA) support, regular check-ins, etc. All staff are regularly supported through professional development opportunities to support them in ensuring that they are adaptive & scaffold learning opportunities to meet the needs of the learners in their class.
- The school has a wide range of intervention programmes available to support pupils who require provision which goes beyond class-based approaches. Some students may be supported by our Emotional Literacy Support Assistants (ELSAs) or our Mental Health Coordinator, to support their social skills development. Other intervention approaches we use are published or commercially-available packages of support, such as Read, Write, Inc., Precision Teaching & IXL.
- For those with significant or complex needs, the school seeks the advice of specialists, such as Speech & Language Therapists (SaLTs), Educational Psychologists (EPs), the

Cheshire East Autism Team (CEAT) & Occupational Therapists (OTs). In some cases, these specialists might work in school with the pupil, to provide more in-depth and personalised advice & guidance.

- Where a high level of additional support is required, a SEND support plan is created and outlines the provision available for the pupil, regularly reviewing the impact of the support & adjusting this to better suit their needs. This is shared with parents & they are involved in the regular discussions to plan for the support of their child and to review their progress.
- Parents are more than welcome to contact the school SENDCo via email or via telephone at the end of the day, to discuss the pupil's needs in more detail, and face-to-face in person appointments can also be arranged.

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

- All class teachers take responsibility for meeting the needs of all learners in their class by making adaptations and scaffolding learning. Where pupils have SEND, teachers will be aware of the pupil's areas of strengths & needs and will make every effort to accommodate these. For example, for learners with literacy difficulties, the teacher may provide key term word banks to support with spelling & terminology to utilise in context; or for learners with language processing differences, visual supports such as images to compliment the auditory & written input, etc.
- The SEND register allows staff to be aware of the pupil's learning needs. This is stored on a secure central site. We use one page profiles to ensure all information regarding pupils with SEND & medical needs is shared with all staff and supply teachers. These are compiled collaboratively with the pupil, their parents, the SENDCo & any staff who regularly support them. This supports staff to meet the needs of all learners. Where learners are working at an attainment level below that of their peer group, teachers adapt teaching to ensure that gaps in learners' knowledge are acknowledged and re-visited, for example by recalling and building upon & concepts taught in previous year groups or topics.
- We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, teachers are encouraged to discuss approaches to adaptive teaching & scaffolding with specialist staff in school, for example the SENDCo, staff within the SEND department or Curriculum Leaders. All additional provision for pupils with SEND is overseen by the school SENDCo, and the monitoring of these pupils' progress takes place at regular SEND meetings held between teachers, year teams, teaching assistants & the SENDCo.

How is the school's resources allocated and matched to children or young people's needs?

- As there is a graduated approach to SEND, inclusive practice is the first wave of provision for learners with SEND. To support this, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical

resources in the classroom eg. additional technology or by providing a 'safe space' for students who may need a break from the environment. For those requiring provision in addition to this, funding facilitates the delivery of intervention programmes, and providing additional human resources such as teaching assistants, external therapists, etc.

- Funding is matched to the provision required to enable pupils to achieve specified outcomes (ie. outcomes identified in discussion with teachers & parents/carers, or those stated on EHCPs). The SEND budget is the responsibility of the Principal and the SENDCo, and regular monitoring takes place to ensure that resources are allocated appropriately & cost-effectively.

How is the decision made about what type & how much support my child or young person will receive? Who will make the decision and on what basis?

- When pupil's needs are initially identified, discussions take place between teachers, parents & pupils. Year 6 pupils are offered an enhanced transition package, where they are able to tour the school supported by their families, build relationships with key members of staff & gain a more in-depth experience of what a day at Sir William Stanier looks like.
- During the initial meeting or discussion, the desired outcomes for the pupil will be identified, and the provision or support that the pupils requires to work towards meeting those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support or provision needed, but occasionally the SENDCo will seek the support of other agencies & professionals to advise on this. Parents/carers & pupils will be fully involved in decisions about support and provision, and consent to discuss with external agencies will always be sought. Any decision to implement provision which is 'different from' or 'additional to' that received by the majority of the pupils in the school are made in conjunction with parents/carers & pupils. If there are any differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision-making process.

How will equipment and facilities to support children & young people with SEND be secured?

- The school possesses a range of equipment & facilities (eg. differentiated reading materials, coloured overlays, ICT equipment) to support pupils with SEND and the school SENDCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. When more specialist personalised equipment is required (eg. large-print books, audio equipment, braille), the school SENDCo liaises with the relevant external advisory services (CEAT, Educational Psychologists, Speech & Language Therapists, Community Paediatricians) to seek advice on the best options for the procurement of these. Parents/carers will be involved wherever possible in these discussions.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

- All class teachers monitor the progress of the students that they teach on a day to day basis. This is done formally through the regular completion of assessed work. The results

of these assessments are moderated by Curriculum Leads & teaching staff. This allows staff to intervene where necessary, to either reward or provide appropriate intervention. The SENDCo will also monitor the progress of pupils identified as having SEND and will liaise with parents/carers if there are any concerns.

- For those pupils identified as having the most significant needs, regular contact with parents/carers will take place. For those with a SEN support plan, contact & reviews will take place via telephone conversations, scheduled appointments, progress evenings and with the SENDCo as & when required. For those pupils with an EHCP, an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are also available via email & via telephone at the end of the school day.

How does the school consult with and involve children and young people with SEND in planning and reviewing their education?

- Every effort is made to ensure that the opinions, thoughts, wishes & feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals; for others this might mean enabling them to contribute to meetings without actually attending (eg. opinions expressive via written means). Some pupils may also be given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect a pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, such as their families, and by working closely with them.

How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

- The school SENDCo, along with the Principal and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision.
- The SENDCo works closely with the other schools within The Learning Partnership (TLP; "Trust"), the Trust SEND Advisor, as well as various outside agencies, which enables opportunities for consultation and continuing professional development.
- The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and are cost-effective. The individual opinions of pupils & their parents/carers regarding the effectiveness of support are sought annually (at the least) and collected to inform decisions about future provision.

Keeping Students Safe & Supporting Their Wellbeing

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

- Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff through the use of one page profiles, inclusion meetings & during our weekly briefing slot, which outline any areas which could pose a risk to the pupil. Any incidents witnessed by or reported to staff are logged on CPOMS (our safeguarding monitoring platform), where relevant staff are alerted to the incident and, in some cases, required to perform an action. Where risks are identified, measures are taken to limit these. The SENDCo meets weekly with the Designated Safeguarding Lead (DSL) & Deputy Designated Safeguarding Lead (DDSL) to raise, monitor & review students identified as vulnerable with SEND.
- Where a significant risk is identified, a risk assessment would be carried out and/or outside agency advice sought and if needed, plans would be put in place. If required, additional support will be provided for unstructured times of the day to directly ensure a specific pupil's safety. For any off-site visits, the school adheres to the Cheshire East off-site risk assessment procedures and if necessary, individual risk assessments would be carried out & shared with parents/carers.

What pastoral support is available to support my child or young person's overall wellbeing?

Pastoral

- We recognise that pupils with SEND can experience a range of social & emotional issues. As well as a whole-school focus on social & emotional wellbeing through our Personal Development curriculum, we offer a range of interventions to address specific issues as they arise.
- We recognise that for some pupils, social & emotional factors can be complex, and therefore we seek to offer a highly-personalised provision which is generated through discussion with pupils & their families. The school Mental Health Coordinator is a trained counsellor, and we also utilise the services of external counselling agencies such as Visyon & Motherwell, to work individually with pupils or to support them in a more holistic way. Each year group has a designated Pastoral Support Manager, who works alongside the Raising Standards Lead of the year group & works closely with the SENDCo to ensure individual needs are met.

Friendships

- All pupils in school are supported to develop positive relationships with their peers. For those pupils who find this most difficult, there are alternative arrangements at break and lunchtime, which the pupils are free to access if they desire. We also deliver personalised social skills interventions to those most in need of targeted support. We also support conversations to repair & recover friendships when they may have broken down, to help pupils to understand the viewpoints of others, learn from the experience and work to rebuild their friendship.

Peer/Sibling Support

- It is sometimes appropriate for us to offer support to the peer group or siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates. At other times, this takes a

more general form, such as working with the class to celebrate diversity. We also hold whole school assemblies which address some of the key areas of need within our school. We also support conversations to help peers to understand the needs of their friends with SEND, particularly when relationships break down due to social misunderstandings.

Bullying

- The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies, whole-school events & Personal Development learning opportunities linked to anti-bullying, and class teachers and those on duty positions are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both the victims & the perpetrators, which take into account the needs of all pupils involved. All events of unkind behaviour reported to or witnessed by staff are logged on CPOMS so that Year Teams & the Safeguarding Team can deal with incidents quickly and effectively.

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

Administration of Medicine

- We are aware that some pupils with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. To allow staff to administer medication we require parental consent, which details the doses & times that it is taken. The medication is to be kept in Reception, which is not openly-accessible to pupils. Pupils know that medication cannot be administered without parental consent, and that they are to go to Reception to receive their medication.
- Where pupils may require medication for pain relief, eg. Paracetamol or Ibuprofen, the school office will contact the parents/carers of the pupil and ask for this to be brought in for the student, if they do not already have some stored in Reception.

Toileting

- Support staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet-training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting and are encouraged to take an active role. We work closely with families and where appropriate seek the advice of outside agencies.
- To support pupils to feel comfortable in taking an active role in managing their toileting needs, we have a singular toilet facility located close to the SEND department, and also available in the main area of the school, so that all students are able to access this type of facility if required.

How will the school keep my child or young person safe & support their wellbeing?

Privacy & Dignity

- For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils. We offer alternative toilets & toilet passes, to allow pupils to access the toilet at quieter times of the school day, whenever they need.

Medical Emergency

- In the case of a medical emergency, a first aider or a mental health first aider is required to attend the scene & make judgements as to whether to call for medical help and an ambulance. For minor injuries, parents will be informed via a telephone call at the first available opportunity, but the person who provided treatment. For major incidents, parents will always be informed immediately and provided with any updates. Any first aid given or actions taken are recorded fully on CPOMS. We have staff trained in the use of Epi-pens and all staff have been advised on how to recognise the warning signs such as diabetes or epilepsy, and the steps that must be taken.
- Where students have a more serious on-going medical condition, we seek to invite medical specialists into school to provide bespoke & tailored training to any staff regularly in contact with the pupil.

Medical Appointments

- If students have medical appointments we ask that parents/carers inform the school of the impending absence, and where possible we ask for evidence such as an appointment letter. Where possible, we encourage these appointments to be taken at the beginning or the end of the school day, but we appreciate that often the timings cannot be helped. Where appointments are likely to be frequent or potentially have an impact on progress, we will definitely require medical evidence such as an appointment letter. If pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the school in the first instance. Sometimes it is appropriate to provide "catch up work" for completion at home, either via a physical work-pack or uploaded via Satchel One (our online learning platform). Wherever possible to school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

Care Plans

- To produce an effective medical care plan for a pupil we work with parents, the pupil and any relevant health care professionals to ensure that it is appropriate and personalised to their individual needs. All staff are provided with copies of these, and are given any training that is needed.

What support is available to assist with my child or young person's emotional & social development?

- Social, emotional & mental wellbeing is at the heart of our Personal Development curriculum, and class teachers address this regularly. Staff promote an environment in which positive personal relationships can flourish, and seek to support pupils in managing their emotions & relationships on a day to day basis.
- For those requiring further support, the school mental health coordinator, who is a trained counsellor, as well as external agencies such as Motherwell & Visyon work individually with pupils or might support pupils in a more holistic way. We have a range of interventions to support pupils who are experiencing difficulties with their emotions or relationships, such as ELSA, and we use a range of assessment tools to help us monitor this area of pupil development, such as Boxall.
- We also employ five Pastoral Support Managers who are attached to a specific year group, as well as three Student Welfare Officers, all who are non-teaching.
- The Transition Lead also supports the transition from Year 6 to Year 7 with the wellbeing of the transitional pupils being at the heart of the work they perform.
- Our Assistant SENDCo oversees the Hub provision, which is a 'safe space' for any students feeling emotionally distressed, either due to external influences or due to incidents that occur throughout the day, to help them to remain or re-regulate as and when required.
- We also work with external agencies, such as Motherwell & Visyon, and refer to the Children & Adolescent Mental Health Service (CAMHS), as they may be better suited to providing the best support for the pupil's emotional needs.

What support is there for behaviour, avoiding suspensions & increasing attendance?

- The school has specific policies for Behaviour, Suspensions & Attendance available on our website, or via this link- [School Policies | Sir William Stanier School](#).

Behaviour

- The school has a clear behaviour policy which is implemented consistently. Where pupils are unable to follow this policy or require additional support with their behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils, this involves alternative arrangements at "trigger points" throughout the day; for others this may involve a "safe space" arrangement in our Hub provision, enabling pupils to re-regulate at times of stress; and for others, this may involve a referral to our Step Out provision, which provides a bespoke, tailored curriculum designed to re-engage pupils with their education & learning in an appropriate way.
- A key focus of the school in supporting pupil behaviour challenges is to firstly unpick & understand the underlying causes of the behaviour, as we recognise that all behaviour is a form of communication. We use a system of recording which allows leaders to analyse behaviour incidents, in order to try and find patterns in behaviours. When these are identified we seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding undesirable

behaviours, rewarding positive behaviours, de-escalating emotional responses to incidents, and support pupils to change their own undesirable behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour, whilst simultaneously encouraging pupils to take responsibility for their actions.

Suspensions

- Suspensions are always a last resort for any pupil with SEND, but sometimes it is a necessary action to ensure the safety of the pupil, their peers & staff members.
- We endeavour to try all alternatives before resorting to issuing a suspension, such as by placing the pupil in our Internal Exclusion Resource (IER). We provide reasonable adjustments to this, as we understand that this may be challenging for a pupil with SEND, by providing sensory breaks, opportunities to work in the Hub provision or with alternative members of staff, or by giving opportunities to complete some Community Service & repair and recover relationships where they may have broken down.

Attendance

- We take active steps to improve attendance. We provide a minibus pick-up service each morning, to support with physically bringing many pupils, including those with SEND, who might otherwise struggle to attend, to school. We have a clear attendance procedure for dealing with poor attendance and persistent absence. Our Senior Leadership Team, Year Teams and, where appropriate, the SENDCo, work closely with families where attendance is of concerns, to find holistic ways to improve the situations; this may include home visits, modified timetables or by providing “catch up work” where necessary. We have a designated Attendance Lead within school, as well as support from the Educational Welfare Officer, who coordinate any interventions required in order to improve attendance rates.

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

- Each class teacher has an overall responsibility for each individual pupil's learning and their day to day wellbeing in school. The Form Tutor, the Pastoral Support Manager & the Raising Standards Lead act as a first port of call for both pupils and their parents.
- All class teachers are expected to plan & deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used effectively.

Who else had a role in my child or young person’s education?

- The Principal takes a very active role in the running of the school, ensuring that all elements of a pupil's education are in place.
- The school SENDCo has responsibility for coordinating the provision for pupils with SEND. They may work individually with pupils or carry out assessments where required, and will host formal meetings such as annual reviews.

- The Assistant SENDCo oversees the Hub provision, where students can seek support at times of dysregulation & where interventions take place.
- The Safeguarding Team, who work alongside the school mental health coordinator to coordinate provision for vulnerable pupils.
- The Year Team have the responsibility to ensure that the pastoral needs of the pupil are met.
- Teaching Assistants are specialists in supporting pupils with a range of needs and might work with them individually, in small groups or they might advise other staff.
- External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent/carer.

How does the school ensure that information about a child's SEND support plan or EHCP is shared and understood by teachers and all relevant staff who come into contact with that child?

- Systems are in place to ensure information regarding pupils with SEND and medical needs is shared with relevant staff including supply teachers.
- All class teachers and relevant school staff will have access to one page profiles, SEN support plans & EHCPs, and there are regular opportunities to discuss the content of these.
- The SENDCo provides a weekly update during full staff briefing and regular emails are distributed with the aim of raising SEND awareness amongst staff.
- The SENDCo ensures that all relevant paperwork is disseminated amongst staff.

What expertise is available in the school in relation to SEND?

- All school staff have a good awareness of SEND through regular staff meetings & email updates. Regular opportunities for continuing professional development are held by the SENDCo, the Trust SEND Advisor and other school & Trust leaders.
- The SENDCo is a specialist member of staff who is currently completing the National Award for Special Educational Needs Coordination (NASENCo) and has also completed the National Professional Qualification for Leading Teaching.
- The wider SEND team have a range of specialist knowledge and skills, including degrees in various subjects, qualifications such as ELSA, first aid & mental health first aid, and experience working in a range of educational settings.
- The Pastoral Support Managers & Student Welfare Officers have undertaken a wide range of relevant professional development opportunities and have an enhanced knowledge of pastoral care, with many having a background in the Social Care sector.

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

- The school has close links & works with a range of outside agencies in accordance with the current needs of pupils within the school and the availability of support in our locality. These may include the Cheshire East Autism Team (CEAT), Speech & Language Therapists (SaLT), Child & Adolescent Mental Health Service (CAMHS), etc.
- We organise, where appropriate, multi-agency meetings to discuss the needs of pupils, such as Early Help & Child in Need. We ensure good communication with these groups in order to meet the needs of pupil & their families.
- We offer a range of different therapies to support pupils with social, emotional & mental health issues (SEMH).

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

- Your first point of contact should be your child's Form Tutor. They can then liaise with any relevant staff, such as the Year Team, the SENDCo, Curriculum Leads or the Safeguarding Team if required.
- You are more than welcome to contact the SENDCo directly via email or via telephone at the end of the day for any matters relating to SEND.

Who is the SENDCo and how can I contact them?

- The SENDCo & Assistant SENDCo can be contacted via email or by telephone at the end of the day.
- SENDCO- Rebecca Ellis- rebecca.ellis@sws.cheshire.sch.uk – 01270 660880.
- Assistant SENDCo- Lydia Chapleo- lydia.chapleo@sws.cheshire.sch.uk – 01270 660880.

What roles do your governors have, and what does the SEND governor do?

- The school governors have a responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular discussions between the SEND governor & the SENDCo take place to monitor progress of pupils with SEND.

How will my child or young person be supported to have a voice in the school?

- Every effort is made to ensure that the opinions, thoughts & feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual.
- For some learners, this might mean that they are supported to express their views in alternative formats. Pupils are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.

- It is ensured that pupils with SEND are represented in any activity involving a student panel, in line with the SEN Code of Practice.

What opportunities are there for parents to become involved in the school and/or to become a governor?

- Parents are invited to attend our scheduled progress & celebration evenings.
- The English as an Additional Language (EAL) department regularly host coffee mornings where parents are welcome to join, and the SEND team are endeavouring to provide similar events in the near future.

What help and support is available for the family through the school?

- We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEND team within school, led by the SENDCo, offers support to parents as required with the completion of any relevant paperwork. This could be supporting with the completion of screening & consent forms, providing additional information or documents to support any other referrals or claims being made that are not part of the pupil's school life, or by signposting to agencies or support groups who can provide further help & guidance.

Inclusion & Accessibility

How will my child or young person be included in activities outside of the classroom, including school trips?

- As an inclusive school setting, we seek to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips, etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips, or by providing alternative methods of transport where necessary.
- We have a range of after school clubs. The timetable for these changes occasionally and details are shared regularly with pupils in Form Time, as well as on the school website & via our social media pages. All school clubs are available & accessible to every pupil, regardless of need.

How accessible is the school?

- The building is fully wheelchair accessible. Doors are of an appropriate size, corridors are wide to allow two-way traffic & there is a lift to all floors of the school.
- Disabled toilets are available on each floor of the school, and there are two vulnerable pupil's toilets on the ground floor.
- Disabled parking bays are available at the front of the school.

- The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our Accessibility Policy can be found via this link- [School Policies | Sir William Stanier School](#).
- Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support where needed, by making use of appropriate technology, etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.
- We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person or by telephone.
- Where pupils and their families require communication through languages other than English, we seek to provide translation for key meetings & communications and would discuss with those families their preferred means of communication. We also have members of staff within the school who speak a range of languages, who support with communications & in meetings, where needed.
- The school complies fully with the Equality Act 2010 and the School Admission Code 2012 in relation to the arrangements for the admission of disabled people. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Transition

Who should I contact about my child or young person joining your school?

- For information about entry please email admin@sws.cheshire.sch.uk. Alternatively you could telephone to school on 01270 660880. Members of staff will be more than happy to discuss the entry process with you.
- If you would like to discuss the transition of a primary school pupil, please contact our Transition Lead via email- jess.sheridan@sws.cheshire.sch.uk.
- If you would like to discuss the transition of a student identified as having SEND, feel free to contact the SENDCo via email- rebecca.ellis@sws.cheshire.sch.uk.

How can parents arrange a visit to your school? What is involved?

- We offer open days for prospective parents of pupils from primary schools, where various staff including the SENDCo are available to answer any questions you may have.
- We encourage families of pupils with SEND & who would like a more bespoke visit to arrange this separately with either the school SENDCo or the Transition Lead, so that specific information around your child's requirements can be shared.

How will you prepare & support my child or young person to join your school, and how will you support them to move onto the next stage, or onto adult life?

Entry

- Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school SENDCo. A meeting may also be arranged as an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following the meeting, the school considers the provision and, if appropriate takes steps to acquire resources needed to implement the provision.
- Prior to entry in range of transition measures are put in place. This is personalised to meet the needs of all pupils and includes additional visits to the school & visits by school staff to the pupil in their current setting or at their home if appropriate, as well as other bespoke measures.

Transition to a New Setting

- Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work, whereas others find an extended transition more stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information.
- We have good links with local post-16 providers & primary schools, and we work closely with the staff from those settings. Along with the Careers Advisor, we can advise families & students when making decisions about transitions between phases.

Additional Information

What other support services are there who might help me & my family?

The school SENDCo can be contacted via email- rebecca.ellis@sws.cheshire.sch.uk – or via telephone at the end of the school day on 01270 660880.

Pastoral Support Managers & Student Welfare Officers can provide details of further support available for families. Their contact details are available on the school website via this link- [Staff list | Sir William Stanier School](#).

The Cheshire East Information & Advice Service (CEIAS) can provide families with SEND advice and guidance. More information can be found via this link- <http://www.ceias.cheshireeast.gov.uk/home.aspx>.

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

- The information in this report was collated September 2024.

- This report will be updated September 2025.

Where can I find the Cheshire East Local Offer?

The Cheshire East Local Offer can be accessed via this link- [Local offer for children with SEN and disabilities \(cheshireeast.gov.uk\)](https://www.cheshireeast.gov.uk/local-offer-for-children-with-sen-and-disabilities).

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

- As a school we encourage parents to address any worries or concerns promptly, as we find that in the vast majority of cases, we find that by talking things through and working together proactively, we are able to find solutions to most problems.
- Initially, worries or concerns should be raised with the pupil's Form Tutor or Year Team.
- Then, if they are unable to help, or if the issue is wholly SEND-related, the Assistant SENDCo or SENDCo can offer their support.
- More senior members of staff, such as Assistant Principals, the Senior Vice Principal or the Principal may become involved should the situation warrant further support.
- However, if after discussing your concerns with the above people, you remain unhappy with any aspect of the school's performance, our Complaints Policy can be found via this link- [School Policies | Sir William Stanier School](#).