

# 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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<b>Name of Setting</b>	Elworth CE Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input checked="" type="checkbox"/> Other (Please Specify) <input style="width: 200px;" type="text" value="Voluntary Controlled Church of England"/>
<b>Specific Age range</b>	4 – 11 years
<b>Number of places</b>	301 mainstream
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div>

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

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



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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)*

Elworth CE Primary is a larger than the average-sized primary school. The proportion of pupils supported with SEND is lower than the national average as is the proportion of pupils who are eligible for support through the pupil-premium funding. Children with SEND will be identified as early as possible within our setting, and as we have close links with the local Pre-schools and nurseries, we are made aware of some children who experience difficulties before they start in our setting in September. Initial identification is usually made through parental or staff concerns and will be recorded on our Initial Concerns Form. These concerns may be based on the pupil's wellbeing, emotional or behavioural presentation and monitoring of progress made in comparison to their peer group. Regular training for school staff is given to support their identification of SEND and early identification is paramount. To support this, individual pupil progress is monitored termly by the Senior Leadership Team and concerns raised during Pupil Progress Meetings will be discussed with the school's Special Educational Needs Co-ordinator (SENCO).

When a concern is raised the school SENCO will endeavour to collect as much information as possible about the child's strengths and areas of concern. Discussions will be held with those working with the child, parents and the pupil themselves. The focus will be on the desired outcomes for the child and what provision might be necessary to enable the child to reach those outcomes. The type of provision would depend on the individual's level of need and the available resources.

Initially the support provided would be class-based approaches included within the teacher's quality first teaching and differentiation. Also a package of individual or small group intervention programmes may be offered. These additional programmes may be completed out of the classroom and would be time framed to achieve specific outcomes. Those pupils with the highest levels of need might be referred to other agencies for further advice and support.

The school's SENCO keeps a register of pupils requiring additional support in order to monitor progress of these pupils and to plan for and review the provision across the school.

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

If you have a concern about any aspect of your child's education you should speak with your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make an appointment to speak with you if a longer discussion is required. The class teacher may seek the involvement of the school SENCO. Alternatively, the school's SENCO can be contacted directly through the school office or by e-mailing [senco@elworthce.cheshire.sch.uk](mailto:senco@elworthce.cheshire.sch.uk).



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### Identification

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

The school's SEND policy and other relevant documents can be found on school website following this link <http://www.elworthce.cheshire.sch.uk> or are available on request from the school office.



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### Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer (available from [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)). Our aim is for all children to access their learning in an inclusive manner through the provision of high quality class teaching, delivered by class teachers, which is differentiated to meet the needs of learners. Strategies identified to promote inclusion will be used as deemed appropriate to meet children's needs; these may include visual prompts, hearing loops or specialised equipment. Teachers benefit from the support of support staff who have specific skills and training in different aspects of meeting the needs of pupils with SEND; there are also regular professional development opportunities for staff.

The school may decide to use intervention programmes to support a child which go beyond class based support strategies. This school uses a range of intervention programmes, some of which are published or commercially available programmes of support such as Reading Recovery, Numicon, First Class@Number, Nessy, Plus One etc. Others are bespoke/personalised approaches based on best practice guidance.

For those children with significant or complex needs the school will seek advice from external specialists such as Speech and Language Therapists, Physiotherapist and Occupational Therapists, Cheshire East Autism Team (CEAT) or Educational Psychologists. Where additional levels of support are required a personalised support plan will be created to ensure provision is outcome based, consistent and progressive. Our aim is for parents/carers to be fully involved in the planning for their child's plan and to play a part and contribute to achieving the outcomes. Plans and progress will be reviewed and discussed at regular parent-teacher and progress meetings; also parents can arrange to meet with the SENCO during one of her Drop-in sessions.

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

Class teachers take responsibility for meeting the needs of all learners in their class by differentiating learning and providing an appropriate and supportive learning environment in their classrooms. Where a pupil has an identified SEND, class teachers will be aware of the child's strengths and areas of difficulty. A child's strengths will be utilised and support will be provided to support areas of difficulty. For example a pupil with literacy difficulties may have personalised prompts for checking their work or may be given access to a personalised spelling bank. We aim to make classrooms as inclusive as possible by adopting strategies as part of everyday practice that we know benefit SEND pupils but are also considered good practice for all learners.

Class teachers take responsibility for developing and implementing education plans for every learner in their class. Planning for all children is planned to meet their level of attainment and development, and will be based on where they are now and what is the next step. Teachers will oversee planning, delivery and progress for any programmes suggested or delivered by other staff or external specialists. For children who require a



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### Teaching, Learning and Support

more specialist approach to learning, teachers are encouraged to discuss approaches with specialist staff in school, such as the SENCO, Reading Recovery teacher or teaching assistants with specific skills (e.g. Autism). All additional provision for pupils with SEND is overseen by the school SENCO and progress discussed at pupil progress meetings with SENCO/Headteacher.

The school SENCO keeps up to date with all reasonable adjustments which are permitted to support pupils during exams and will consider these for every SEND pupil when they are due to take statutory assessments.

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

The school SEND budget and spending is the responsibility of the Headteacher and SENCO who regularly review income and expenditure to ensure resources are allocated appropriately. A proportion of our budget is used to secure quality first teaching in each classroom. This might be the purchase of training and/or additional physical resources in classrooms e.g. writing slopes, coloured paper or specific learning aids. In addition to this, a proportion of our funding is used to provide additional physical and human resources for class based, small group or individual programmes which form part of the school's bank of intervention programmes.

Our school also uses a proportion of its SEND budget to purchase external services of specialist support as deemed most appropriate to the needs of the school and the learners who attend; this may include buying training for existing staff to build in-house expertise or securing the services of external specialists to inform the work of school staff, such as a Speech and Language Therapist to enable the school to provide high quality school based speech and language support.

The Headteacher/SENCO will apply for additional available funding using the appropriate processes when this is deemed necessary.

### 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 children's needs are initially identified a discussion takes place between parents/carers, teachers and pupils (if age appropriate). At the meeting desired outcomes for the child are discussed and the provision or support to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the provision needed, but at times the school may receive or seek the support of other agencies to inform decisions. Parents and learners will be offered the opportunity to be fully involved in decisions about additional support and provision which is different and additional to that received by the majority of children. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process.



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### Teaching, Learning and Support

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

The school has a range of equipment, resources and facilities to support children with SEND. The school SENCO makes strategic decisions about the allocation for these resources based on the needs of pupils. Additional resources are procured as and when required subject to availability of budget. Where more specialist Teaching, Learning and Support and personalised equipment is required (e.g. specialist seating, sensory impairment equipment) the school liaises with relevant external advisory services to seek advice on the best options for the purchase or loan of such items. 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? *(IRR)***

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis, in every lesson and during unstructured times of the day, by class teachers and other staff, and they are best placed to identify where progress is exceeding or not meeting expectations. We continuously identify where progress has been made and where extra support may be required. Pupils with agreed school support plans will be continuously monitored through the intervention programmes they are engaging in at any one time. Staff regularly feedback to parents and carers informally during conversations and the school may choose to communicate more regularly with some parents/carers through agreed communications systems such as a home-school communication book or e-mail. This will be agreed on an individual basis when identified as a supportive strategy.

Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings and via the annual school report which is sent home in the summer term. The school will give you advice on how you can help and support your child with their learning. For learners with SEND, personal provision plans will be discussed with parents at parent-teacher meetings, and for those with EHC Plans, an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day. The school's SENCO is available during Drop-in sessions (or by appointment) to discuss any barriers to learning your child may be experiencing and can offer further advice and support.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible and appropriate to developmental age of 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



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### Teaching, Learning and Support

attending (e.g. opinions expressed via other means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

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

The school's Headteacher, SENCO, designated Governor and other members of the leadership team undertake regular monitoring and evaluation of pupil progress and of the effectiveness of its overall provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money.



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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?

Pupil safety is our first priority at all times. Information about pupils with SEND is communicated to relevant school staff via “pen portrait” profiles, which outline any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during particular lessons, at unstructured times of the day or during transitions such as the start and end of the school day. Where necessary alternative arrangements for the most “risky” times of the day are made, for example additional supervision by Teaching Assistants or Mid-day Assistants. For some pupils, a detailed risk assessment is undertaken which is shared with parents/carers, and reviewed regularly by the class teacher and SENCO. When a class is working outside the classroom and off-site, the needs of SEND pupils is included in the required risk assessment prior to the visit being approved.

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

##### **PASTORAL**

We recognise that pupils with SEND may experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching we offer a range of interventions, both commercially published and bespoke, to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil’s self-esteem and confidence. The school’s SENCO is available to provide specific pastoral support either on an ad hoc basis or as part of a child’s school support plan.

##### **FRIENDSHIPS**

All children in school are supported to develop positive relationships with their peers. For those pupils who find this most difficult, there are alternative arrangements at play and lunchtime where play and social skills can be actively modelled and taught. We also offer a range of personalised social skills activities, and our SENCO is available to support pupils and families in a holistic way.

##### **PEER / SIBLING SUPPORT**

It is sometimes appropriate for us to offer support to the peer groups / 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 class mates (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key



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### Keeping Students Safe and Supporting Their Wellbeing

areas of need within our school.

#### **BULLYING**

The school holds a clear zero tolerance position on bullying as detailed in its Bullying Policy available on request and on our **website**. Pupils are taught to distinguish between bullying and isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Reports of bullying are taken very seriously and will be investigated. When bullying is identified personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

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

#### **ADMINISTRATION OF MEDICATION**

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the staff room where medication is kept safely. Medicine is usually administered in the presence of a first aider, who signs to acknowledge correct administration. In some cases, pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, diabetes management kits etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen.

#### **TOILETING**

Staff in school are experienced in supporting children 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 age and developmental stage appropriate responsibility for their toileting. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs. Support is available for disabled children to have access to the disabled toilet and staff are appropriately trained to deal with their needs (e.g. transferring from a wheelchair).

#### **PRIVACY AND DIGNITY**

For some of our pupils it is most appropriate for medical care to take place in private (e.g. injections, diabetes checks, tube feeding) and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of



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### Keeping Students Safe and Supporting Their Wellbeing

the classroom such as regular administration of asthma inhalers. Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.

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

### MEDICAL APPOINTMENTS

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

### TRAINING

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

### SHARING OF MEDICAL INFORMATION

Information about the medical and personal care needs of pupils is noted on each individual pupil's pen portrait and class teachers, teaching assistants and first aiders are made aware of these needs. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals, are used and these are part of the child's school support plan and are also available with the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers and a health professional, usually the School Nurse, detailing the procedure to be followed in the event of an emergency. Emergency information regarding a pupil's medical needs (e.g. allergies) are displayed, with photos of the child, in the medical room, so that staff who are unfamiliar with the child are fully aware of their medical needs and the procedures they are expected to follow in the case of a medical emergency.



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### Keeping Students Safe and Supporting Their Wellbeing

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

Personal Social and Emotional wellbeing is an integral part of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school SENCO might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support). We have a range of interventions to support pupils experiencing difficulties with emotions or relationships; the SENCO and teaching assistants have been trained in hosting Social Skills groups.

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

##### **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 behaviour, a range of strategies are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key "trigger points" during the day; for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupils whose behaviour is challenging is to firstly understand this behaviour. We record and analyse behavioural incidents, in order to try to find patterns in behaviour. When these are identified, we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

##### **ATTENDANCE**

The school places a high priority on good attendance and punctuality. Attendance is monitored each half term by the Headteacher. If attendance is considered low we take active steps to bring about improvement as detailed in our Attendance Policy available on request or on our **website**. The Headteacher notifies and works closely with families where attendance is of concern to find holistic ways to improve the situation.

##### **EXCLUSION**

It is very rare that we could consider exclusion for any pupil. We strive to prevent the need to exclude any pupil and this would only be considered in exceptional circumstances as detailed in our behaviour policy and always in accordance with Government Guidelines.



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### Working Together & Roles

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

The child's class teacher has the overall responsibility for pupil's learning and their day to day well-being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil unless an alternative key worker has been assigned. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, and interventions).

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

The Headteacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.

The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. They may work individually with pupils, carry out assessments where required, and will lead formal meetings such as annual reviews. In addition to the class teacher and SENCO, pupils might come into contact with the following:

- \* The reading recovery teacher is specialist in supporting pupil's reading and might work individually with pupils or advise other staff (parental consent required for regular planned contact).
- \* The school nurse (parental consent required for any contact).
- \* A speech and language therapist where a child is receiving speech and language support.

There are also a number of support staff (teaching assistants) working in school; many of these are highly skilled and experienced to regularly deliver intervention programmes under the guidance of the teaching staff or work within the classroom to support pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult may be assigned to work with them 1:1.

Occasionally external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent/carer.



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### Working Together & Roles

#### **How does the setting, school or college ensure that information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?**

Each child has a SEND file where all information relating to them is filed. The school SENCO ensures all written and received documents are placed in the file and kept securely. Teachers keep a working document copy of Pen Portraits, Medical Needs Plans and EHC plans in their classrooms and everyone who comes into contact with child is referred to the document when working with the child. The SENCO monitors and reviews documentation at least once a term at pupil progress meetings.

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

The school SENCO is a member of the school leadership team and holds the national qualification for SENCO. All school staff have a good awareness of SEND through staff meetings and training sessions.

The school SENCO holds a PGCE in SpLD (Dyslexia).

The reading recovery teacher is accredited in delivering this intervention and undertakes a programme of professional monitoring certified by the Institute of Education.

Our SENCO, class teachers and teaching/support assistants have attended a range of courses and awareness training sessions which enable them to deliver high quality intervention programmes; these include:

- \* Numicon
- \* Inference and Deduction Training
- \* Social Stories
- \* Dyslexia Awareness Training
- \* Autism Awareness Training
- \* Autistic Spectrum Training
- \* Foetal Alcohol Syndrome Awareness Training

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

The school works with a wide range of services. We have links with health professionals, for example, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT) and Occupational Therapy (OT). Our SENCO regularly attends group consultation sessions with the Local Authority Educational Psychology Service and Cheshire East Autism Team (CEAT). We work closely with social care teams, as well as with



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### **Working Together & Roles**

voluntary organisations such as Parent Partnership and Vision.

We regularly organise and lead multi-agency meetings to discuss pupil's needs, e.g. Common Assessment Framework (CAF), and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

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

Your first point of contact should be your child's class teacher. The school SENCO and Head Teacher are always available to support you in matters relating to SEND. Contact details can be found on the school website. The SENCO offers Drop-in sessions regularly or a meeting request can be made through the school office.

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

The school SENCO is Mrs Alison Steele and she can be contacted through the school office on 01270 685170 or by email at [admin@elworthce.cheshire.sch.uk](mailto:admin@elworthce.cheshire.sch.uk).

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

The school governors have responsibility for ensuring high quality of provision for SEND across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to discuss provision and to monitor SEND pupils' progress.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council, made up of pupils who meet regularly to share the views of their peers. All older SEND pupils are able to give their thoughts and opinions at their Annual Reviews.

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

Parents are encouraged to take an active role in the setting. Some parents volunteer in school e.g. reading mentors, accompanying trips. There are opportunities to join the school's Parent Teacher Association who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when a term of office expires, details of how to stand are advertised in the school newsletter.



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### Working Together & Roles

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year.



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### Inclusion & Accessibility

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

As an inclusive school 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 etc. We have a range of out of school clubs and activities which change termly (details available in newsletters), which are available to every pupil regardless of need. Some clubs are provided by external providers and may require a payment to attend. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate, we seek to liaise with families about suitable alternatives such as having the support of a family member on the trip.

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

Is the building fully wheelchair accessible?

Details (if required)

The school is on one level and all entrances are wheelchair accessible. Corridors and central circulation areas are wide.

Are disabled changing and toilet facilities available?

Details (if required)

With hoist if needed

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

Details (if required)

The main entrance is accessible at all times.

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

Details (if required)

Not applicable

*Additional Points: There is a hoist for access to the swimming pool.*



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### **Inclusion & Accessibility**

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible to all. Our accessibility plan forms part of our Single Equality Plan which can be found on the school website. Hearing loops are fitted in several classrooms and provision is made for those with visual difficulties e.g. coloured paper, overlays and background colours on screens. We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person.



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### Transition

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

For information about our admission policy please contact or email the main school office on 01270 685170 or [admin@elworthce.cheshire.sch.uk](mailto:admin@elworthce.cheshire.sch.uk) and we will be able to advise you.

The Local Authority is the school's Admission Authority and details of their policy can be found on the Cheshire East website under School Admissions: <https://www.cheshireeast.gov.uk/schools/admissions.aspx>. You can also contact them on 0300 123 5012 or by e-mail at [admissions@cheshireeast.gov.uk](mailto:admissions@cheshireeast.gov.uk).

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

Parents of any child wishing to join our school are warmly welcomed to see the school at any time. To arrange a visit please call the school office on 01270 685170 or e-mail [admin@elworthce.cheshire.sch.uk](mailto:admin@elworthce.cheshire.sch.uk). For pupils with SEND, further meetings and visits may be arranged to ensure transition is as smooth and successful as possible for the child.

#### **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)**

##### **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 SENCO and Head Teacher. As part of the visit your child will meet the key personnel in school that they will work with and all information from this visit is shared with the relevant school staff. For those pupils with a higher level of need a multi-agency meeting may be required. This meeting is 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 this meeting, the school considers the provision necessary and if appropriate, takes steps to acquire any resources needed to implement the provision. The Action Plan is then reviewed either prior to entry or shortly after. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

##### **TRANSITION TO NEW SETTINGS**

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



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### Transition

children benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families and the new setting at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings.



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### Additional Information

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

The school SENCO can provide details of further support for families.

- Parent partnership can be accessed by following this link ([https://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx))
- Mumsnet ([http://www.mumsnet.com/Talk/special\\_educational\\_needs/](http://www.mumsnet.com/Talk/special_educational_needs/))
- Special Needs Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

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

July 2014 to be reviewed July 2015

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

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

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

As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO or Head Teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the **school's website** or is available from the office on request.

Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found on the Cheshire East website.