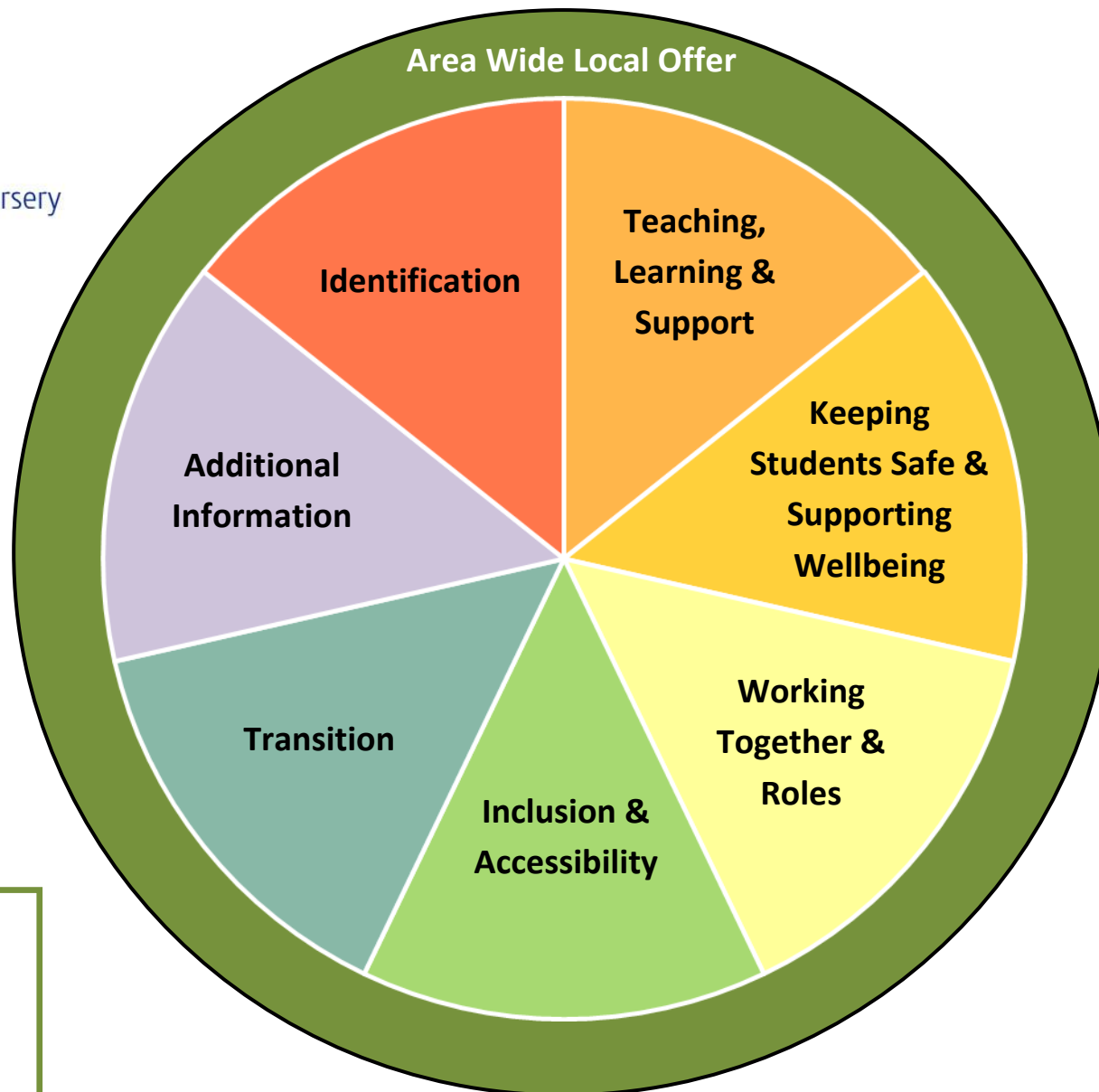


SEND Information Report (SIR)



St Mary's
Catholic Primary School and Nursery



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



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	St. Mary's Catholic Primary School and Nursery
Type of Setting <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 type="checkbox"/> Other (Please Specify) <input type="text" value="Voluntary Aided"/>
Specific Age range	4-11 years
Number of places	605
Which types of special educational need do you cater for? (IRR)	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <input type="text"/>

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

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).



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)
<p>Children with SEND are identified as early as possible within our setting. Initial identification is usually through concerns raised by parents/carers or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. Teachers monitor the children's progress carefully on a termly basis through pupil progress meetings which are led by the senior leadership team. Class teachers have the opportunity to discuss issues raised at the pupil progress meeting with the SENDCO.</p> <p>After identification, the SENDCO and teaching staff would discuss these concerns with those working with the pupil, the pupil's parents / carers and the pupil themselves if appropriate. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class-based support and greater differentiation. For some pupils, interventions might be offered outside the classroom in addition to the class-based support. Those pupils with the highest levels of need might be referred to other agencies for further advice and support with parents'/carers' consent. The SENDCO keeps a record of pupils requiring additional/SEND support in order to monitor the progress of these pupils, and to plan for provision across the school.</p>
What should I do if I think my child or young person needs extra help?
<p>If you have concerns about any aspect of your child's education, the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCO. Alternatively, the school SENDCO can be contacted directly through the school office. The school SENDCo is Mrs Laura Hemming.</p>
Where can I find the setting/school's SEND policy and other related documents? (IRR)
<p>The school's SEND policy and other relevant information can be found on the school website by following this link: www.stmaryscrewe.co.uk</p>



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Teaching, Learning and Support

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

The school follows the guidance provided in the Cheshire East Toolkit for Special Educational Needs and Disability (SEND) 0 – 25 Years November 2017 and uses a 'Graduated Approach' to meet the different types and levels of needs of children with SEN. This approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing. To read the Cheshire East Toolkit for SEND, go to www.cheshireeast.gov.uk/pdf/children-and-families/send/ce-toolkit-for-sendv1.pdf

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are involved in continuing professional development to support them in providing differentiated learning opportunities.

The school has a wide range of intervention programmes available for children who require support which goes beyond class-based approaches. Some of these interventions are published or commercially available packages, such as the Motor Skills United programme. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups. To support progress in Maths, a same day Maths intervention [SDI] is provided where possible to help children overcome difficulties experienced during the whole class lesson.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists or Teachers from the Sensory Impairment service.

For children with a high level of need, a SEN SUPPORT plan is created to outline the provision arranged. Parents/carers will be involved in the planning of support for their child and will have the opportunity to discuss their progress at least termly. If parents require further support they can receive this from the Cheshire East Information Service (CEAIS) <http://www.ceias.cheshireeast.gov.uk/>

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

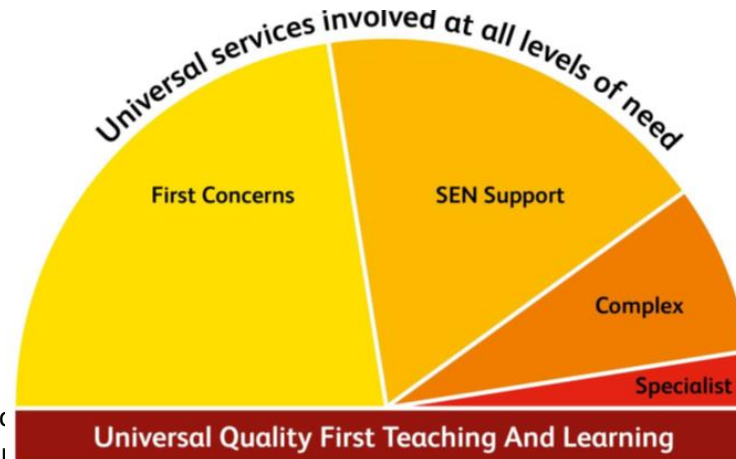
Class teachers take responsibility for meeting the needs of all children in their class through high quality first teaching, differentiated to meet their learning needs. Where pupils have SEND, class teachers will be aware of the pupil's strengths and difficulties and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. Information regarding pupils with SEND and medical needs is shared with all relevant staff including supply teachers. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners by matching the teaching and learning as far as possible to the strengths and needs of the learners. For those who require a more specialist approach to learning, class teachers and the SENDCO seek advice from outside agencies.

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

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Teaching, Learning and Support

The school recognises that there is a continuum of special educational needs and uses a 'Graduated Approach' to meet the different types and levels of needs of children.



At universal level, quality first teaching is provided for all children. To maximise this, a proportion of the SEND budget is used towards class-based provision. Some children may require provision additional to class-based approaches and may have needs listed at First concern or SEN Support level. For these children, funding facilitates the school's "menu" of intervention programmes e.g. learning mentor support or reading recovery. For children with Education Health and Care Plans, funding is matched to the provision required to enable pupils to achieve the outcomes specified on their EHC plans. The SEND budget is the responsibility of the head teacher, governing body and SENDCO, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

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 child's needs are initially identified, a discussion takes place between teachers, parents/carers and the pupil. Desired outcomes for the pupil will be discussed and the provision or support needed to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies. Any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents/carers and pupils. 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 SENDCO makes strategic decisions about the allocation of equipment and facilities based on the needs of pupils. Additional resources are secured according to need and available budget. Where more specialist personalised equipment is required (e.g. large print books, specialist seating), the SENDCO liaises with the relevant external advisory services (e.g. Sensory Impairment Service, Occupational therapy service) to seek advice on the best options for the procurement of these.

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 by class teachers, and they are often best placed to identify where progress is limited, good or accelerated. For learners with the most significant needs, regular contact with families takes place. Contact may take the form of a conversation with a member of staff or communication through a home-school diary. 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/carers at parent-teacher meetings which are held in the Autumn and Spring term and via the annual school report to parents/carers which is sent home during the summer term. For learners with SEND, SEN Support plans will be discussed with parents/carers at least 3 times within the academic year, and for those with Education Health and Care Plans, an annual review will be held. Parents/carers are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available by appointment for informal discussions at the end of each school day.

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

Pupils are encouraged to share their views and participate in planning and reviewing their education according to their age and ability. For some learners this might mean that they are supported to attend meetings with professionals. For younger or less able children, their comments might be recorded with the help of a familiar adult and shared at meetings without them actually attending.

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 SENDCO, along with the head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The SENDCO works closely with a cluster of schools and 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 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?
<p>Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff at the beginning of each year and updated as required during the year. There are pen portraits and all about me pages completed by all pupils on the SEND register. Children at SEN Support level have an SEN Support plan and children with Education Health and Care Plans have an EHC Implementation plan. These detail the child's needs and provision in place. Where a significant risk is identified, an individual risk assessment would be carried out with outside agency advice if necessary. If required, additional support may be provided for unstructured times of the day e.g. playtimes. For any off-site visits, school adheres to Cheshire East offsite risk assessment procedures, and if necessary individual risk assessments would be carried out.</p>
What pastoral support is available to support my child or young person's overall well-being?
<p>It is part of our mission statement that children should be able to play safely, feel comfortable and respect each other and property. We aim to promote and safeguard the social and emotional well-being of all our children through our Spiritual, Moral, Social and Cultural teaching and learning. Please refer to our Emotionally Healthy Policy. We recognise that pupils with SEND can experience a range of social and emotional issues and they may need additional support. We offer a range of interventions, both commercially published and bespoke to address specific issues. Some interventions are delivered by the learning mentor and may be provided in a small group or working one to one with a child. E.g. Primary Resilience, Cool connections.</p> <p>For some children, we seek direct support from outside agencies e.g. counselling provided by Younger Mind or the RESPECT programme provided by the Fire Service.</p> <p>We are also delivering the Happy Mind programme across school from Early years to Year 6.</p> <p>The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. Children are involved in anti bullying assemblies, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying.</p>
How will the setting, school or college manage my child or young person's medicine or personal care needs?
<p>ADMINISTRATION OF MEDICATION</p> <p>For children requiring prescribed medication during the school day, parents/carers need to arrange this with the school office and sign a consent form. The child then attends the office at the correct time for this to be administered. For further information see our Administering of Medication Policy.</p> <p>In some cases, pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, insulin medication etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen, and the location of the medication is shared with relevant staff. Information and training regarding epi-pens and the management of diabetes is updated at least annually with parents/carers and the school nurse. Health Care Plans are held in the school office, by the SENDCO and by class teachers. Where necessary, these detail the actions to be taken in the event of a medical emergency as agreed with parents /carers.</p> <p>TOILETING</p>



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Keeping Students Safe and Supporting Their Wellbeing

For those children who are not yet toilet trained when they start school, staff will work with parents/carers to support programmes to do this. Pupils are encouraged to take as much responsibility as possible for their toileting and to take as active a role as they can. We request that parents/carers provide us with spare clothes in case of accidents. Where appropriate we seek the advice of the continence service when meeting a pupil's toileting needs and an intimate care plan may be needed in some circumstances.

TRAINING

Staff undertake regular first aid training and qualifications are updated as necessary.

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

Spiritual, moral, social, cultural and emotional wellbeing is at the heart of our curriculum, and it is addressed through class lessons and assemblies. 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 employs a learning mentor, who might work with children individually, in a small group or might support pupils in a more holistic way (e.g. family support, peer support etc.). We have a range of interventions to support pupils experiencing difficulties with emotions or relationships.

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

BEHAVIOUR

The school follows a class dojo system. Where children are awarded or deducted points for their behaviour. There is also a card system for extreme behaviours at either end of the scale (so both positive and negative) For pupils with persistent difficulties, individual strategies may be required to support them to adhere to the school rules. For some pupils this may involve individual behaviour monitoring, rewards and consequences e.g. a "time out" arrangement. We may place a child on a behaviour report card if we feel this is needed. 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. We issue coloured letters to parents to let them know of their child's behaviour. These follow the good to be green and so children may get a green, yellow or red letter. We also have blue letters which we present for exceptional work and/or behaviour.

EXCLUSION

A copy of the school's exclusion policy can be requested at the school office.

ATTENDANCE

We take active steps to improve attendance. Our learning mentor works closely with families and the Education Welfare Officer where attendance is of concern to find holistic ways to improve the situation.



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Working Together & Roles
What is the role of my child or young person's class teacher?
The class teacher has the overall responsibility for pupils' learning and their day to day well-being in school. They are the first port of call for pupils and parents/carers, and act as a hub for information about the pupil. 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 and effectively [e.g. additional adults, physical prompts, interventions]. .
Who else has a role in my child or young person's education?
The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENDCO has responsibility for co-ordinating the provision for pupils with SEND. The SENDCO may work individually with pupils to carry out assessments where required and may chair formal meetings such as annual reviews. In addition to the class teacher and SENDCO, pupils might come into contact with the following staff: <ul style="list-style-type: none"> • the learning mentor who has responsibility for ensuring the pastoral needs of pupils are met. • the reading recovery teacher who is a specialist in supporting pupils' reading and might work individually with pupils or advise other staff • external agencies or specialists who may provide additional advice and support. Their involvement will always be with the consent of the parent / carer. • there are also a large number of support staff (teaching and welfare assistants) who work in school. Many of these are highly skilled and experienced. Some of these staff deliver intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils. For pupils with the highest levels of need, an additional adult might be assigned as a keyworker to support them.
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?
Background information about a child's special educational needs and/or disability is provided for class teachers at the start of the year through continuity meetings, this is then recorded as an Essential Information Sheet (EIS) and stored in the class teachers SEND (red) folder and updated as appropriate. Children at SEN Support have a SEN Support Plan. These are held on a central system but are available for all relevant staff and are reviewed at least termly. Class teachers and designated teaching assistants of children with EHCPs are given a copy of these. An EHC Implementation Plan is agreed and held centrally but remains available to all staff who work with a child. Implementation plans are reviewed termly and EHCPs are reviewed at least annually. The SENDCO works with all staff to ensure that children's needs are recognised and understood.
What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i>
All school staff take part in continuing professional development about SEND through regular staff meetings and additional training courses. The SENDCO has a BA Hons in English and Sport and a PGCE in Primary Education. She also has the SEND accreditation. Along with a Level 2 Diploma in 'Understanding Autism' and a Level 2 diploma in 'Supporting Children's Mental Health and Well Being', Level 2 in Challenging behaviour, Emotion coaching and



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Working Together & Roles

supporting children’s mental health and wellbeing – post covid and has also completed training in relation to specific areas of SEND, such as PDA and autism. Both the SENDCo and learning mentor are qualified Emotional Literacy Support assistants (ELSAs)
The learning mentor is qualified to degree level [BA HONS] and in addition has NVQ level 3 and 4 in Learning, Development and Support Services for Children, Young People and those who care for them. She has also completed the Supporting Vulnerable Children’s Social and Emotional Well-being accreditation together with higher level Safeguarding.

The support staff working with our SEND Children have: NVQ level 3, positive handling, FFT level 3, BRP certificate, NNEB trained, phonics training, REAL PE. Makaton, Autism training, Talk 4 writing, Diploma level 4, Foundation Degree in Early Years Level 5, Paediatric First Aid, CAHMS Tier 1 (Raising awareness of Mental Health in Children and Young people), Behaviour training at Springfield (2019) Level 4 award in Special Educational Needs (Advanced). (2019) EDEXCEL LEVEL 3 DIPLOMA in specialist support for Teaching and Learning in schools (QCF) Advanced Level Apprenticeship in Supporting and Teaching and Learning in Schools , Introduction to Autistic Spectrum Condition Theory, Background and Strategies to support pupils with an Autistic Spectrum Condition , Working with Children with Complex and Moderate Learning Difficulties, EDEXCEL Level 2 BTEC Certificate Teaching Assistants , NCFE Cache level 2 understanding specific learning needs, Challenging behaviour @ autism inclusive, PDA/ASD Talk @ autism inclusive, Zones of regulation @ access school, Sensory talk by high peak school occupational therapy @autism inclusive and CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

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 range of outside agencies according to the current needs of pupils within school and the availability of support from agencies. These may include the Educational Psychology service, Sensory Impairment Service, Autism Team, Paediatric physiotherapy and occupational therapy or Speech and Language Therapy service. In most cases, agencies provide advice for school staff to implement.
Where appropriate, we organise multi-agency meetings to discuss pupils’ needs (e.g. Early Years Child Centred Planning meetings. We work in liaison with Social Care e.g. for Child in Need cases and aim to ensure good communication to meet the needs 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 SENDCO is also available to support you in matters relating to SEND.

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

The school SENDCO is Mrs Laura Hemming she can be contacted through the school office or via your child’s class teacher or on class dojo (school digital messaging system).
Her email is l.hemming@stmarysrc.cheshire.sch.uk



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Working Together & Roles
<p>What roles do your governors have? And what does the SEN governor do?</p> <p>The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular discussions between the SEND governor and SENDCO take place to monitor provision in school.</p>
<p>How will my child or young person be supported to have a voice in the setting, school or college? <i>(IRR)</i></p> <p>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 younger or less able children, their comments might be recorded with the help of a familiar adult and shared at meetings without them actually attending.</p> <p>There is a school council with representatives elected by each class in Years 3 to 6. Pupil's complete a range of pupil surveys including an annual KIVA survey about anti bullying. The SEND children all complete a pupil voice document annually</p>
<p>What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?</p> <p>Parents/carers are encouraged to take an active role in the setting for example by volunteering to accompany trips or read with children etc. Parent/carer governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter. As a Catholic school, Foundation Governors are appointed by the Bishop.</p>
<p>What help and support is available for the family through the setting, school or college? <i>(IRR)</i></p> <p>We recognise that there can be a huge amount of paperwork as a parent/carer of a child with SEND especially where an Education Health and Care Plan is in place. The SENDCO can provide support to parents/carers as required. This might be completing forms with parents/carers, or signposting them to agencies who can help further. Information about parent/carer support groups is shared through the school newsletter and website.</p>



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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 setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities. Details of after school clubs are advertised in the School Newsletter with the name of the person to contact for more details. 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.

Class day trips are organised to be as inclusive as possible and additional support is provided as necessary. For residential trips which may be challenging for children with SEND, school and parents/carers will meet to discuss this, complete a risk assessment and look at alternative ways to include the child as far as possible - for example a day trip in place of an overnight residential. For any off-site visits, school adheres to Cheshire East offsite risk assessment procedures, and if necessary, individual risk assessments would be carried out.

Before and after school and holiday provision is available on site. For details of the SMART club, please contact the school office. To ensure provision meets individual needs, where additional support may be necessary, this would be discussed with parents/carers.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required) No. There are steps up to the main entrance to the school and throughout the Key Stage 1 building. Alternative routes would need to be considered. There are additional accessibility issues around corridor and door widths due to the age of the building. Previous investigations into the removal of the steps concluded that it was cost prohibitive and was not structurally possible.

Are disabled changing and toilet facilities available?

Details (if required) Disabled toilets are located in the main buildings of Key Stage 1 and 2 and in the Family Learning Centre but not in nursery or mobile classrooms. Changing facilities are located in the Key Stage 1 building.

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

Details (if required) Pick up and drop off on site is for disabled badge holders only and as a result of the limitations on site, disabled bays are only available at specific points in the day.



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Inclusion & Accessibility

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

Details (if required)

Not applicable

The school makes every effort to provide reasonable adjustments to ensure that its facilities are as accessible as possible given the limitations of the building itself and funding for redevelopment. Our accessibility plan is published on the school website and available through the school office. Pupils with SEND are supported to safely access the facilities available to their peers, for example by providing appropriate seating arrangements or large print text for those with visual impairments etc. Whenever possible, the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. e.g. by providing a Soundfield system for children with hearing impairments and marking the edge of steps for children with visual impairments. Visual symbols and other non-verbal means of communication may be used with learners where necessary.

For children learning English as an additional language, there may be some support available within the school staff or peer support depending on the language used and availability of human resources. As a school we have support from a Community Liaison Officer and we can access support for the children in school or have translators at meetings where needed. For parents whose first language is not English, there may be staff within school that may be able to provide some support also.



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Transition
Who should I contact about my child/young person joining your setting, school or college? (IRR)
For information about admission to school, please contact the Cheshire East admissions team: www.cheshireeast.gov.uk/schools . The school Admissions policy is published on the school website. The school complies fully with the Equality Act 2010 and the School Admissions Code in relation to the arrangements for the admission of disabled pupils. 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. We encourage parents or carers of children with disabilities to visit school and discuss their needs prior to making an application for admission.
How can parents arrange a visit to your setting, school or college? What is involved?
A meeting is arranged for parents/carers of new children starting Reception. At this meeting, parents/carers have the opportunity to visit Reception classrooms and find out information about visits for their child to the school. For children entering other age groups, visits can be arranged by contacting the school office.
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)
<p>ENTRY</p> <p>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. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need, if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting is held. 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 after entry as appropriate.</p> <p>TRANSITION TO NEW SETTINGS</p> <p>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. The SENDCO liaises with staff from new settings and ensures that information about the child's SEND is passed on in a timely manner. The SENDCO and Learning Mentor liaise with local high schools to arrange additional visits and meetings with relevant staff as appropriate.</p>

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Additional Information
<p>What other support services are there who might help me and my family? <i>(IRR)</i></p> <p>The school SENDCO or the learning mentor can provide details of further support for families. The <u>Parent Partnership Service</u> is now known as Cheshire East Information Advice and Support [CEIAS]. It can be found at http://ceias.cheshireeast.gov.uk Email: ceias@cheshireeast.gov.uk Tel: 0300 123 5166 The <u>Parent Carer forum</u> can be accessed via Facebook: Cheshire East Parent Carer Forum in 'Groups', Email: cheshireeastpcf@gmail.com or online at http://cepcf.org/ Address: c/o CVSCE, 81 Park Lane Macclesfield Cheshire SK11 6TX</p>
<p>When was the above information updated, and when will it be reviewed?</p> <p>November 2022 and annually there after</p>
<p>Where can I find the Cheshire East Local Offer? <i>(IRR)</i></p> <p>The Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer</p>
<p>What can I do if I am not happy with a decision or what is happening? <i>(IRR)</i></p> <p>As a school we encourage parents/carers 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 SENDCO, Team Leader or the 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, you remain unhappy, our complaints procedure is available through the school office.</p> <p>Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND is available from Cheshire East Information Advice and Support [CEIAS]. It can be found at http://ceias.cheshireeast.gov.uk</p>