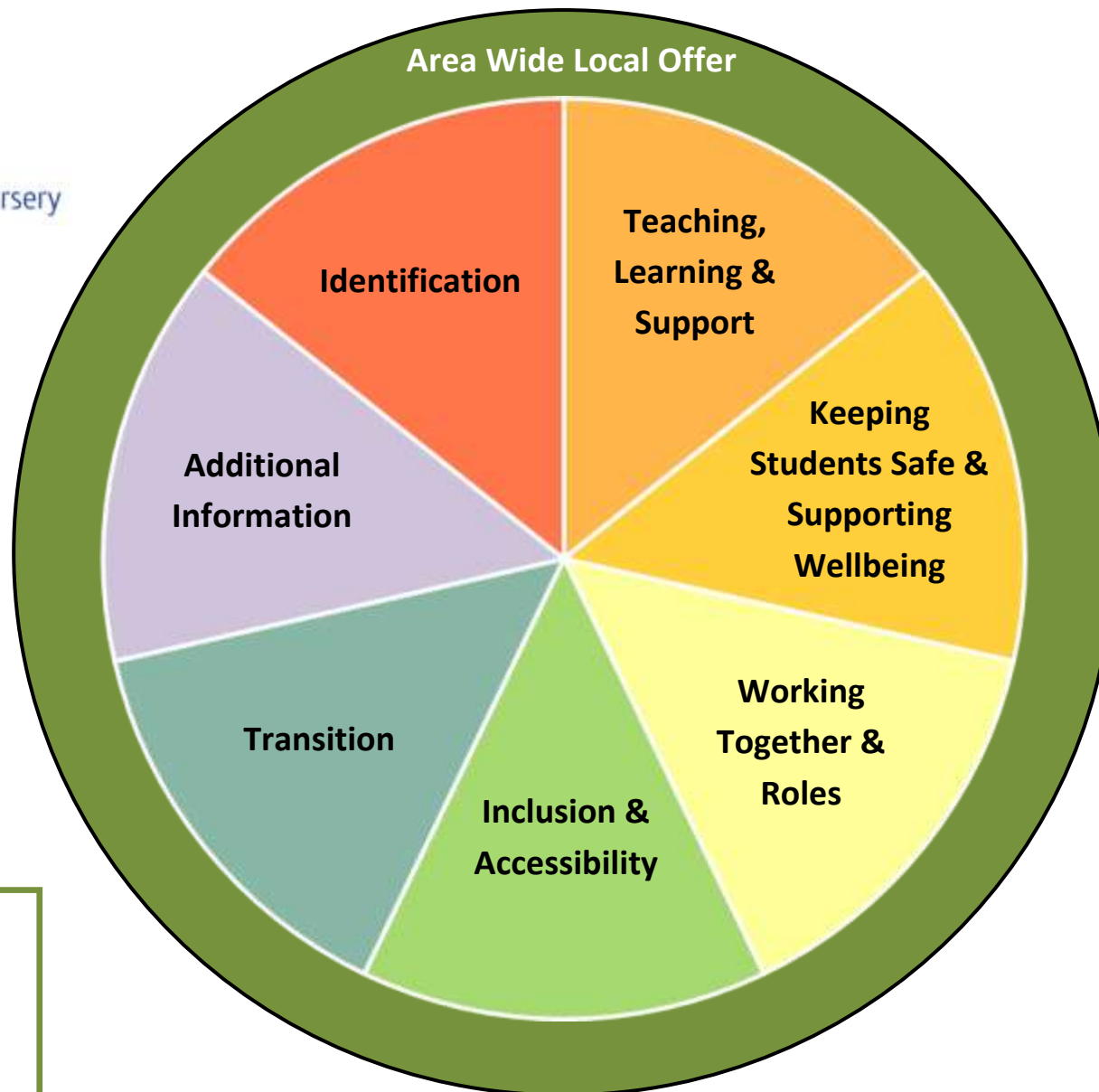


SEND Information Report (SIR)



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 (tick all that apply)	☒ Mainstream ☐ Resourced Provision ☐ Special ☒ Early Years ☒ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☒ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify) Voluntary Aided
Specific Age range	4-11 years
Number of places	555
Which types of special educational need do you cater for? (IRR)	☒ 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. ☐ We are an inclusive setting that offers a specialism/specialisms in

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)	
Early identification from EYFS settings and through transition meetings with parents and external agencies is crucial. SEND needs must be highlighted to staff as St Mary's as soon as possible, in order to ensure that the child's needs can be met appropriately. Failure to share any relevant information at the point of joining the school may result in a reduced timetable or the child's needs not being appropriately met. We do as a school endeavour to meet all needs of the children in our care, but this has to be through collaboration with parents/carers and external agencies. 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 and specific SEND pupil progress meetings led by the SENDco. Class teachers have the opportunity to discuss issues raised at the pupil progress meeting with both senior leaders and the SENDCo. 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 adaptation. They may then be monitored at First Concerns. For some pupils, interventions might be offered outside the classroom in addition to the class-based support, any additional and different from would place them on the Special educational needs (SEND) register and they would be given a SEND Support Plan (SSP) outlining targets for those pupils. Pupils with the highest levels of need might be referred to other agencies for further advice and support with parents'/carers' consent. If further need remains, a Needs assessment (EHCNA) by the SENDCo may be made to the local authority. 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. They also hold termly SEND pupil progress meetings with teachers to monitor these lists.	
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 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.	
Where can I find the setting/school's SEND policy and other related documents? (IRR)	
The school's SEND policy and other relevant information can be found on the school website by following this link: www.stmaryscrewe.co.uk	

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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 Inclusion Toolkit for Special Educational Needs and Disability (SEND) 0 – 25 Years (Launched in November 2017 and updated in September 2024) 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 Inclusion Toolkit for SEND, go to [Toolkit for inclusion](#)

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 adapted 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 adapted 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.

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 SEND support plan (SSP) 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) [Cheshire East Information Advice and Support](#)

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

Class teachers aim to meet the needs of all children in their class through offering ordinarily available inclusive provision (OAIP)

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.

At St Mary's we currently have 2 bespoke spaces for some of our children with complex needs and EHCPs. This allows the children to have their appropriate needs catered for on a bespoke level, which is above what a mainstream classroom can offer. One of the spaces that the children can access focusing highly on communication and interaction and is very nurture based in its approach. The second space delivers an adapted curriculum for our KS1 children who can struggle

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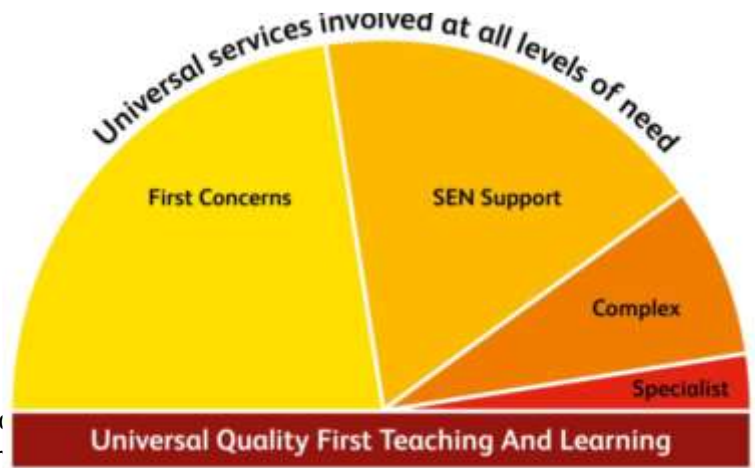
Teaching, Learning and Support

to access mainstream full time.

We also have a sensory room, an outdoor trampoline and basket swing and support from our pastoral lead.

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

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, the children are supported towards class-based provision, including having a team around them instead of just one adult, so we use a 'team around the child' approach.

Some children may require provision additional to class-based approaches and may have needs listed at First concern or SEND Support level. For these children, funding facilitates the school's "menu" of intervention programmes e.g., learning mentor support or ELSA

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.

nise this, a proportion of the SEND budget is used
e it is important for the children to have a team

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

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Teaching, Learning and Support	
and/or 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. At St Mary's there may be a need for some children to attend school on a part time basis. When this is required, this is discussed with the parents/carers and a collaborative approach is taken. The attendance team are informed of this and the children are placed on a transition plan, which outlines timeframes for the part time timetable. The view is to increase this gradually over time. It is closely monitored by senior leaders	
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, SEND Support plans (SSPs) 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.	



Our Local Offer for Special Educational Needs and/or Disability

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Teaching, Learning and Support

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. Termly SEND pupil progress meetings are held between every class teacher and the SENDCo. 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?

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff at the beginning of each year, through transition meetings 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 SEND Support level have a SEND Support plan (SSP) 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.

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

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. 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. We also offer Emotional literacy support and have 2 trained ELSA practitioners in school. 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. 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, national antibullying week and class teachers are vigilant in monitoring the children's behaviour for indications of bullying.

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

ADMINISTRATION OF MEDICATION

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 medication must be prescribed to the named child and the actual medication must be clearly labelled with the child's name and dosage etc. The child then attends the office at the correct time for this to be administered. For further information see our Administering of Medication Policy. 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, class teachers and kitchen where appropriate. Where necessary, these detail the actions to be taken in the event of a medical emergency as agreed with parents /carers.

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Keeping Students Safe and Supporting Their Wellbeing

All of these are overseen and monitored by J. Milburn

TOILETING

For those children who are not yet toilet trained when they start school or have medical needs that result in toileting difficulties, staff will work with parents/carers to support programmes to do this. We have intimate care plans in place for all pupils above Reception age that have a medical reason for still needing self-care support from an adult. Key school staff are named on these plans and parents' consent to these adults supporting their children.

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 and supplies as needed. Where appropriate we seek the advice of the bladder and bowel service when meeting a pupil's toileting needs. We also have a number of children that follow drinking plans to further support their toileting needs. All of the above is reviewed annually with the child and their families.

TRAINING

All staff undertake regular first aid training and qualifications are updated as necessary. There are a number of staff who have the full paediatric first aid qualification too and training is taken for any specific medical condition, that requires monitoring and support. E.g., allergy, sickle cell.

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 behaviour system. Where children are awarded or deducted points for their behaviour. There is also a card system for behaviours. We issue coloured letters to parents to let them know of their child's behaviour. Children may get a yellow or red letter for any negative behaviour. We also have blue letters which we present for exceptional work and/or behaviour. Any behaviour incidents are reported to parents through face to face, phone call or dojo message. Parents are also invited to discuss behaviour incidents. A collaborative approach is used.

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, de-escalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in



St Mary's
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Keeping Students Safe and Supporting Their Wellbeing

response to pupil behaviour and aim to find creative strategies to support pupils in managing their behaviour.

EXCLUSION

A copy of the school's suspension and permanent exclusion policy can be viewed on the website.

ATTENDANCE

We take active steps to improve attendance. Our attendance team works closely with families where attendance is of concern to find holistic ways to improve the situation. We also have a family attendance officer from Cheshire East that meets regularly with families to offer support.

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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, and 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 will chair formal meetings such as annual reviews. In addition to the class teacher and SENDCo, pupils might come into contact with the following staff: • The learning mentor who has responsibility for ensuring the pastoral needs of pupils are met. • 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 transition meetings with the previous teacher. It is also the parent's responsibility to inform the school of their child's needs and update the school as and when a child's needs change, they receive a diagnosis, have a new agency supporting them. Withholding information could be detrimental to the child's learning, so it is crucial that all information is shared. Children at SEN Support have a SEND Support Plan (SSP). These are held on a central system but are available for all relevant staff and are reviewed at least termly. They are set up by the SENDCo at the beginning of the Autumn term following targets set by class teachers in the Summer and then reviewed at every half term. Class teachers and designated teaching assistants of children with EHCPs are given a copy of these digitally and paper versions are shared. An EHC Implementation Plan is agreed and held centrally but remains available to all staff who works 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. At St Mary's we have 2 bespoke spaces for our SEND children and the staff that oversee these spaces work collaboratively with other class teachers to ensure the children's needs are met and targets on their plans are SMART for them.	

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Working Together & Roles

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

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 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. Supporting communication and interaction complex needs in the mainstream setting.

Both the SENDCo and Family support worker/learning mentor are qualified Emotional Literacy Support assistants (ELSAs)

Our Family Support Worker is a highly qualified and experienced member of the school team. She holds a BA (Hons) degree and has achieved NVQ Level 3 and 4 in Learning, Development and Support Services for Children, Young People and those who care for them. Her training also includes accreditation in Supporting Vulnerable Children's Social and Emotional Well-being, and she has completed higher-level Safeguarding training. In addition, she is qualified in both Youth and Adult Mental Health First Aid. This skill set enables her to provide targeted support for children with social, emotional, and mental health needs, as well as guidance and signposting for families. She works closely with the SENDCO, school staff, external agencies, and parents to ensure the best outcomes for pupils with SEND and their families.

The support staff working with our SEND Children have a wide range of qualifications and there is continual training offered to staff as and when needed

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

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

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Working Together & Roles

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and termly discussions between the SEND governor and SENDCo take place to monitor provision in school.
The SEND governor is Vion Ng and her email address is v.ng@stmarysrc.cheshire.sch.uk

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

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.
There is a school council with representatives elected by each class in Years 3 to 6. Pupil views are captured throughout the academic year.

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

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.
As a school we also offer monthly coffee mornings for all our SEND parents to attend. This can be an opportunity to share concerns, signpost support and offer specialist workshops.

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/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 dojo system, our Facebook page and the school website.

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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, that is part of the inclusion strategy (2025-2028) we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities. Details of after school clubs are advertised on our school class dojo system, 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. We are often able to make reasonable adjustments in order for a child to participate.

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 the Local authority's risk assessment procedures.

Before and after school and holiday provision is available on site. For details of the SMART club, please contact the school office or see the school website. 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 Smart Mobile, but not in the nursery or other mobile classrooms. Changing facilities are located in the Key Stage 1 building.

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

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Inclusion & Accessibility

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. They are provided with a parking permit and have allocated times for arrival and departure.

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.

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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: School admissions 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.	
How can parents arrange a visit to your setting, school or college? What is involved?	
We encourage parents or carers of children with disabilities to visit school and discuss their needs prior to making an application for admission. A tour of the school can be offered on request, this is often led by a member of the senior leadership team (SLT) A welcome meeting is arranged for parents/carers of new children starting Reception or nursery. At this meeting, parents/carers have the opportunity to visit Reception/nursery classrooms and find out information about visits for their child to the school. In the summer term before their September start, the children are encouraged to attend a 'Stay and play' session. For children entering other age groups with SEND needs, visits should be arranged by contacting the school office. It is vital that parents of SEND children communicate their child's needs to the school, so that the correct support can be put in place.	
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 encouraged that families share their child's needs, in order for the best start at St Mary's. It is important that the family complete a visit 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. Withholding information can be detrimental to the child's education and safety. 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. 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	

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Transition

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 Family support worker/Learning Mentor liaise with local high schools to arrange additional visits and meetings with relevant staff as appropriate. We have an extended transition programme of support.

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Additional Information

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

The school SENDCO or the learning mentor can provide details of further support for families.
Support can be found at [Cheshire East Information Advice and Support](#)
[Cheshire East Parent Carer Forum](#)

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

September 2025 and annually thereafter

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

The Cheshire East Local Offer can be found at [What is the local offer](#)

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

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 deputy head. If concerns still arise this will be then addressed by the Head teacher. This also follows our escalation policy. 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.



St Mary's
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Additional Information

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](#)