

# Kettleshulme St James CE (VA) Primary School Local Offer for Special Educational Needs and/or Disability



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

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<b>Name of Setting</b>	Kettleshulme St James CE (VA) Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Early Years</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Primary</div> <div style="width: 33%;"><input type="checkbox"/> Secondary</div> <div style="width: 33%;"><input type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Maintained</div> <div style="width: 33%;"><input type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please Specify) <input style="width: 150px;" type="text"/></div> </div>
<b>Specific Age range</b>	4 - 11
<b>Number of places</b>	9 children per year
<b>Which types of special educational need do you cater for?</b>	<div style="display: flex;"> <div style="width: 50%;"> <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: 50%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid #ccc; height: 150px; 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 from the Parent/Carer's Point of View:

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<b>Identification</b>	
<b>How will you know if my child or young person needs extra help?</b>	
<p>It is important that children with SEND are identified as early as possible. Initial identification is usually through comments or concerns brought by parents, 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. At our school staff monitor all children's progress carefully on a termly basis through regular 'Pupil Progress Meetings' which are led by the Senior Leadership Team.</p> <p>When a child at our school (or a child due to join our school) has been identified as potentially having additional needs then concerns are initially raised with the school SENDCO who would then arrange meetings with those staff working with the pupil, along with the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be needed 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 approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils additional out of class interventions might also be offered. Those pupils with the highest levels of need may need support and advice from other agencies outside of our school (such as the Speech and Language team or Occupational Health). The SENDCO keeps a register of pupils requiring additional support so that their progress can be regularly monitored in order to ensure that appropriate provision is in place for them.</p>	
<b>What should I do if I think my child or young person needs extra help?</b>	
<p>If you have concerns about any aspect of your child's education then your first port of call should be your child's class teacher. Class teachers are usually available at the end of the day for a brief chat, though if you think you will require more time then they are happy to make appointments. The class teacher may then seek the involvement of the school SENDCO.</p>	
<b>Where can I find the setting/school's SEND policy and other related documents?</b>	
<p>The school's SEND Policy can be found on the school website.</p>	

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## Teaching, Learning and Support

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

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 work or 1:1 teaching. Class teachers and support staff are supported through regular professional development opportunities to enable them to provide differentiated learning opportunities for the pupils in their class.

The school has a range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, others are personalised approaches based on best practice guidance, which will be tailored to the needs of the individual child.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Play therapists and Occupational Therapists. In some cases these specialists might work in school with the child or they might ask the child to visit them at their place of work.

Where additional levels of support are required, a School Focused Plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at parent-teacher meetings. There is also the opportunity to contact the school SENDCO to discuss the pupil's needs in more detail.

When there are several outside agencies involved a CAF (Common Assessment Framework) will be put into place. The purpose of this process is to bring together everyone who is involved to create a 'Team Around the Child'.

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

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, 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 as an additional prompt. We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about the needs of all pupils is visible to staff alongside academic data. Where learners are working at an attainment level below that of their peer group class teachers adapt teaching to ensure that gaps in the learner's knowledge are covered. We aim to encourage independence in all learners and this is promoted by ensuring that independent tasks are matched as far as possible to the learner. On the whole the class teacher will be responsible for such differentiation, though where and when necessary they will work in collaboration with the SENDCO and other specialists, to ensure that the learning outcomes are optimal. All additional provision and monitoring for pupils with SEND is overseen by the SENDCO.

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<b>Teaching, Learning and Support</b>	
<b>How are the setting, school, or college's resources allocated and matched to children or young people's needs?</b>	
<p>We will always ensure that in the first instance quality first teaching is possible, so budget allocation may be spent on ensuring that specific resources are in place to make sure the SEND pupil can access as much of the curriculum as possible in an inclusive manner. This may mean using a laptop, writing slope, task list, visual support or colour transparency, depending on their need. For those pupils requiring additional provision then funding will be allocated accordingly, this may be in the form of an intervention programme, work with a specialist teacher or in some cases additional human support. Funding is matched to the provision needed in order for the pupil to achieve specified outcomes as set and agreed on the individuals Pupil Portrait or EHC Plan. The SEND budget is the responsibility of the Head teacher and SENDCO who will discuss and monitor how the finances are used to ensure that allocation is appropriate and effective.</p>	
<b>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?</b>	
<p>When a child's needs are initially identified then a discussion will take place between all parties involved (in the first instance this is most likely to be the class teacher, SENDCO, parents and the pupil). At this meeting desired outcomes for the pupil will be agreed and we will then work out the provision needed in order for these outcomes to be met. Where necessary other agencies and specialists may also be consulted, once again depending on the needs of the child. These outcomes and provisions will be regularly reviewed to ensure that they are effective and appropriate. As a parent you will be involved and consulted regularly along the way as the knowledge you hold of your child will of course be invaluable. If there are any differences of opinion about the nature of support required, then the school may seek the advice of external agencies to support the decision making process.</p>	
<b>How will equipment and facilities to support children and young people with SEND be secured?</b>	
<p>Our school possesses, or has access to, a range of equipment to support pupils with SEND, such as writing slopes, special pens, coloured overlays, visuals, cue cards and differentiated reading materials, and the SENDCO will allocate the use of these based on the needs of the child. Any additional resources which are thought to be of benefit to the pupil will be accessed via the relevant external agency. Once again parents will be consulted on these decisions.</p>	
<b>How will you and I know how my child or young person is doing and how will you help me to support their learning?</b>	
<p>Teachers and teaching assistants monitor the progress of all children on a daily basis, therefore it is these adults who are best placed to identify whether a learner's progress is on track. Assessment is carried out in many different ways. Oral assessments, as well as general observations, are used daily to inform the teacher of the child's next steps, and end of unit tests or summaries of learning assess how much knowledge children have retained over time. Formal progress is recorded termly and this information is then monitored in a meeting between the class teacher and the Senior Leadership Team (including the SENCO). Progress will be formally shared with parents 3 times a year – in the form of 2 Parents Evenings and in a written end of year report. Children with significant needs will have their progress reviewed more regularly and in some cases a home-school book may be set up for weekly/daily updates between the staff working with the child and the parent. For learners with SEND their Action Plan will be discussed with parents and for those with EHC Plans or Statements an annual review will be</p>	

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<b>Teaching, Learning and Support</b>	
<p>held (in addition to termly reviews). Class teachers are usually available at the end of the school day for brief progress chats with parents, though if you feel that you need a more formal meeting then it would be preferable to make an appointment.</p> <p>The school website features an overview of the learning which will take place in each class during that particular term so that parents can become involved in their child's learning.</p>	
<b>How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?</b>	
<p>Pupils' opinions are sought at a level which is accessible to the individual. They will be asked for their opinions about their own learning, including their strengths, their achievements and their desired outcomes/goals. Pupil involvement is always carefully planned so that self esteem is protected and only those adults who know the child well are involved.</p>	
<b>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?</b>	
<p>The school SENDCO, along with the Head teacher, undertake termly monitoring of pupil progress and of the effectiveness of provision. Such monitoring involves in-depth discussions about the progress of every child, the effectiveness and suitability of intervention programmes and the progress of a cohort as a whole. The school works closely with a cluster of other local schools which enables opportunities for shared moderation and provides support for senior leaders in undertaking rigorous monitoring. We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about all pupils' needs are visible to staff alongside academic data.</p>	

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<b>Keeping Students Safe and Supporting Their Wellbeing</b>	
<b>How do you ensure that my child or young person stays safe outside of the classroom?</b>	
<p>Pupil safety is paramount. Information about pupils with SEND is communicated to all relevant school staff (this could include office staff and mid-day assistants) via a 1 page Pupil Portrait which outlines any areas which could pose a risk to the pupil. Where risks are identified measures are taken to limit these, for example a child may need to be supervised more closely during more vulnerable times, such as break-time, lunchtime, PE lessons or the start/end of the day and for some pupils a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCO.</p>	

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## Keeping Students Safe and Supporting Their Wellbeing

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

As well as a whole school focus on social and emotional wellbeing through [the myHappyMind programme in EYFS and KS1 and yoga and PSHE sessions in KS2](#) (universal approach) we offer a range of interventions for those children who need extra support (targeted approach) using both commercially published programmes and bespoke strategies 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 members of staff who are nominated mentors to children who need some extra emotional support during the school day as it helps them to know that there is always somebody, in addition to the class teacher, to whom they can turn.

It is sometimes appropriate for us to offer support to the peer groups of pupils with SEND. This may take place in an open, yet sensitive, manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention), or at other times this can take 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 areas of need within our school.

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events/weeks linked to anti bullying. All staff members are vigilant in monitoring the children's behaviour for indications of bullying and where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. You will find our Anti-Bullying Policy on our school website.

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

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, the pupil will go to the school office and their medicine will be administered by a First Aider in the presence of another staff member. With reference to medication such as asthma inhalers, epi-pens and antihistamines these are kept in the child's classroom. Inhalers are stored within reach of children, whilst epi-pens and antihistamines are stored in a safe and clearly labelled place out of reach of the children. All medical needs are detailed on the pupil's 1 Page Profile.

For pupils with more demanding medical needs it may be more appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil's needs. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity is kept intact, 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.

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is viable to staff alongside academic data.

Medical Care Plans are produced for those pupils with more complex medical needs. These are written in discussion with parents/carers and health professionals and these are stored alongside the Pupil Portrait as well as with the pupil's medication. For those pupils with medical conditions which can present with medical

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## Keeping Students Safe and Supporting Their Wellbeing

emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is again shared via the Pupil Portrait.

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.

Staff undertake regular first aid training and are can call upon additional training from the school nurse as and when it is needed, for example in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils.

## What support is available to assist with my child or young person’s emotional and social development?

Personal Social and Emotional wellbeing is at the heart 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 they seek to support children in managing their emotions and relationships on a day to day basis. Adult mentors are assigned to pupils who may require further support. This support may be in the form of a weekly 1:1 session or it may be more flexible support which the pupil knows is available to them should they need it. We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development.

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

The school has a clear ‘Positive Behaviour Policy’ which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this may involve alternative arrangements for their most vulnerable times of 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 challenges is to firstly understand this behaviour. We do keep a log of all behaviour incidents so that we can spot any triggers in order to try and identify patterns. When they are identified we can 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.

It is very rare that we would consider exclusion for any pupil.

We take active steps to improve attendance. The office staff and senior management work closely with families 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 pupil's learning and their day to day wellbeing 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/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. She may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.  
In addition to the class teacher pupils may also work closely with our highly skilled and experienced teaching assistants. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. Some children with the highest level of needs may be assigned a specific key worker in order to support them, whereas other children with more low level needs may encounter different teaching assistants, e.g. one to support them with their reading and another to help them with their emotional needs.  
Occasionally, external agencies (or specialists) might be brought in to work with pupils.

### 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?

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. Information about SEND needs of pupils are also noted on the Pupil Portraits, and this document will signpost staff to the more detailed documents where required.  
All class teachers and any key workers involved with the child will be given a copy of the EHC Plan and there are regular opportunities to discuss the content of these at termly SEN meetings with the SENDCO.

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

The school SENDCO has been working with SEND pupils for **14 years**.  
All school staff have a very good awareness of SEND through regular staff meetings led by specialists or the school SENDCO.  
Teaching assistants undertake a range of relevant professional development opportunities to enhance their knowledge of SEND, especially those working on a 1:1 basis.

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

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<b>Working Together &amp; Roles</b>	
<b>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?</b>	
<p>The school works with a wide range of services. We have close links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy. We work closely with social care teams, as well as <b>CEIAS</b> and voluntary organisations such as SPACE for Autism.</p> <p>We do organise multi-agency meetings to discuss pupil's needs and aim to ensure good communication with these groups in order to meet the need of pupils and their families.</p>	
<b>Who would be my first point of contact if I want to discuss something?</b>	
Your first point of contact should always be your child's class teacher.	
<b>Who is the SEN Coordinator and how can I contact them?</b>	
<p>The school SENDCO is Mrs Alicia Bellshaw and she is available to support you in matters relating to SEND.</p> <p>She can be contacted in person, via phone <b>01663 738020</b> or via email <b>head@kettleshulmestjames.cheshire.sch.uk</b></p>	
<b>What roles do your governors have? And what does the 'Vulnerable Pupils' governor do?</b>	
<p>The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for 'Vulnerable Pupils', which includes SEND pupils, and regular meetings between this governor and SENDCO take place to ensure that all pupils, including those who are looked after, make progress.</p>	
<b>How will my child or young person be supported to have a voice in the setting, school or college?</b>	
<p>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 and pupils with SEND are represented within this group. We also hold Pupil Voice meetings on a regular basis and the children present at these meetings vary depending on the topic, i.e. school lunches, VIP Day, support for children with dyslexia and so on.</p>	
<b>What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?</b>	
<p>Parents are encouraged to take an active role in the setting. We have a core group of parents who volunteer in school e.g. hearing readers, accompanying trips, helping in Forest School etc. There are opportunities to join the 'PTFA' who organise events and fundraise on behalf of the school. Parent governors sit on the</p>	

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## Working Together & Roles

governing body and when their term of office expires, details of how to stand **are emailed out to all families.**

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SENDCO, along with key workers and teaching assistants, are always ready to provide support to parents if required. This might be help with completing forms or signposting them to agencies who can help further. Information about parent support groups is shared with parents via the school notice board or newsletter.

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## Inclusion & Accessibility

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

As an inclusive school we seek to ensure that all pupils, regardless of their needs, are able to attend enrichment opportunities such as after school clubs, school trips and residential. 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 from time to time, all of which are available to every pupil regardless of need. 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 (for example a day trip in place of an overnight residential).

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

Is the building fully wheelchair accessible? ☒

Details (if required)

**All buildings are fully accessible.**

Are disabled changing and toilet facilities available? ☒

Details (if required)

**We have 1 disabled toilet.**

☒

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### Inclusion & Accessibility

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

Details (if required)

We have two allocated parking spaces on the staff car park for disabled badge holders

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

Details (if required)

n/a

Our school is fully accessible to all.

Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.

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## Transition

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

In the first instance please email or phone the main school office ([admin@kettleshulmestjames.cheshire.sch.uk](mailto:admin@kettleshulmestjames.cheshire.sch.uk) / 01663 738020) to find out information about the entry process. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils, both policies are available on our website. 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?

Interested parents are invited to ring the school office to arrange an appointment to come and view the school. All tours are led by the Headteacher. We offer a range of transition visits for new reception pupils, however we encourage the families of pupils with SEND to arrange additional visits to ease the transition further as well as a separate visit with the school SENDCO so that information which specifically relates to your child's requirements can be shared.

### 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)

Prior to entry to our school (be this as a Reception pupil or an in-year admission), it is usual for families of pupils with SEND to visit for an informal tour of the school with the head teacher or 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 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 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.

When SEND pupils who are already on roll with us move on to their next class we work as a team to ensure that the move is very well prepared for. The previous teacher meets with the new teacher, the child visits their new classroom many times ahead of the move and starts to build a relationship with their new teacher, and they also have access to photographs of their new classroom/cloakroom/teacher etc. so that all of the changes feel normalised and familiar over time.

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. We have very good links with our local high schools and work closely with the staff from those settings.

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<b>Additional Information</b>	
<b>What other support services are there who might help me and my family?</b>	
Within the school setting the Head teacher, Mrs Alicia Bellshaw is available for additional support. <b>Additional support for families</b> can be accessed by following this link: <a href="http://www.ceias.cheshireeast.gov.uk/home.aspx">http://www.ceias.cheshireeast.gov.uk/home.aspx</a>	
<b>When was the above information updated, and when will it be reviewed?</b>	
The above information was updated <b>AUTUMN 2023</b> and will be reviewed <b>AUTUMN 2024</b>	
<b>Where can I find the Cheshire East Local Offer?</b>	
The Cheshire East Local Offer can be found on our school website and also at: <a href="https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx">https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx</a>	
<b>What can I do if I am not happy with a decision or what is happening?</b>	
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 SENDCO or the Headteacher. 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 you may take the issue up with the Governing Board.	