



Hollinhey Local Offer for Special Educational Needs and/or Disability 2026





Hollinhey Local Offer for Special Educational Needs and/or Disability 2026

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Name of Setting	HOLLINHEY PRIMARY SCHOOL
Type of Setting (tick all that apply)	☒ Mainstream ☐ Special ☐ Resourced Provision ☒ Early Years ☐ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Academy ☐ Maintained ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	4 - 11 years
Number of places	210
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.

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

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



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Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? *(IRR)*

At Hollinhey Primary School & Nursery, early identification of SEND is a priority. Concerns may be identified by parents/carers, previous settings, school staff, external professionals or through ongoing assessment and monitoring of a child's progress, development, wellbeing, behaviour, attendance or engagement in learning. We recognise that children develop at different rates and that early support is key to achieving positive outcomes.

All staff are responsible for monitoring the progress and wellbeing of pupils. Class teachers regularly assess children's learning and development and discuss any concerns with parents/carers and, where appropriate, the SENDCo.

We follow the Graduated Approach outlined within the SEND Code of Practice and the Cheshire East Toolkit for Inclusion. This follows a continuous cycle of:

Assess → Plan → Do → Review

Through this process staff, parents/carers, pupils and, where appropriate, external professionals work together to identify strengths, understand needs, agree outcomes and plan support. The effectiveness of provision is reviewed regularly and adapted where necessary to ensure children continue to make progress and achieve positive outcomes. Where a higher level of need is identified, advice and support may be sought from external agencies and specialist services.

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 development, wellbeing or learning, your first point of contact should be your child's class teacher. Class teachers know their pupils well and are usually best placed to discuss concerns and suggest strategies that may help.

If further discussion is required, the class teacher may involve the SENDCo. Parents/carers are also welcome to contact the SENDCo directly through the school office or via email.

We value the knowledge and experience that parents/carers have of their children and believe that working in partnership is essential to achieving the best outcomes. Concerns raised by families are taken seriously and form an important part of the identification and planning process.

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



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Identification

The school's SEND Policy, SEND Information Report, Accessibility Plan and other relevant policies can be found on the school website.

These documents provide further information about how the school supports children and young people with SEND, promotes inclusion and works in partnership with families and external agencies. Policies are reviewed regularly to ensure they remain compliant with current legislation and local authority guidance.

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Teaching, Learning and Support

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

At Hollinhey Primary School & Nursery, we believe that every child should experience success, feel valued and be supported to achieve their full potential.

We follow the principles of the Cheshire East Toolkit for Inclusion and provide support through a graduated approach. High-quality teaching and Ordinarily Available Inclusive Provision (OAIP) form the foundation of support for all children. Additional support is provided when a child requires provision that is additional to or different from that ordinarily available within the classroom.

Support may include:

- Adapted teaching approaches
- Visual supports and timetables
- Pre-teaching and overlearning opportunities
- Small group work
- Additional adult support
- Communication and language support
- Sensory and regulation strategies
- Assistive technology and specialised resources
- Targeted interventions linked to identified outcomes

Where a child has more complex needs, we work closely with parents and external professionals to create personalised provision designed to meet their individual needs and improve outcomes.



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Teaching, Learning and Support

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

All class teachers take responsibility for meeting the needs of all learners in their class by adapting 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 spellings, or for those with language processing differences, visual prompts may be used to accompany auditory information. As part of good class management all classrooms have visual prompts and follow dyslexia friendly strategies.

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 individual pupils with SEND is shared with supply staff via a class management plan. 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 and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to adaptation with specialist staff in school, for example the SENCo. All additional provision for pupils with SEND is overseen by the school senior leadership team, including the SENCo and the Headteacher, and monitoring of these pupils' progress takes place at regular SEN meetings held between class teachers and the SENCo.

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

In order to ensure that Ordinarily Available Inclusive Provision and adaptive teaching are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes, alternative seating etc. For those requiring provision additional to class based strategies, funding facilitates the school's list of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e.: outcome identified in discussion with teachers and parents or on Education Health Care Plans (EHCPs). The SEND budget is the responsibility of the Headteacher in discussion with SENCo. Regular discussion and monitoring takes place to ensure that resources are allocated appropriately and are cost effective.

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

When children's needs are initially identified a discussion takes place between teachers, parents and pupil. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advice on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies for advice on this. Parents and pupils will be fully involved in decisions about support and provision, and 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 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 school possesses a range of equipment and facilities (e.g. reading materials, writing slopes, and coloured overlays.) to support pupils with SEND and the school SENCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required the school SENCo liaises with the relevant external advisory service to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

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

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are best placed to identify where progress is falling or excelling. For learners with the most significant needs, and to help the parent support their learning, daily contact with families takes place, for example through informal conversation at the beginning and end of the school day or sometimes in home-school books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held during the Autumn and Spring terms, and via the annual school report to parents which is sent home during the summer term. For learners with SEND, an additional SEN support plan and personal provision plan will be discussed with parents initially and following evaluation, and for those with EHCPs an Annual Review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day or by appointment. School will use the SEN toolkit produced by Cheshire East to document provision and support.

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

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

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

The school's SENCo, along with the Headteacher and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality



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Teaching, Learning and Support

outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought regularly and collated to inform decisions about future provision.

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. Baseline and exit assessments allow the effectiveness of an intervention to be assessed against the child's progress.

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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 via weekly staff meetings. Where risks are identified measures are taken to limit these, for example supervising a child more closely during the transition between class and parent/carer at the start and end of the school day; playtime support and modelling so that issues can be addressed. For some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCo or a RAMP may be devised to reduce unsettled times.

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

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PSHCE teaching we offer a range of interventions, both commercially published and bespoke to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self esteem and confidence e.g. Boxall, Birmingham profile, SDQ's

The school's Anti-Bullying policy may be found on the website. The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. along with the KIVA programme there are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. 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.

All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult there are alternative arrangements at break and lunchtime where play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities and groups.

It is sometimes appropriate for us to offer support to the peer groups/siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention). At other times, this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school. We have a termly Social and Emotional Theme that permeates many aspects of school life.

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



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Keeping Students Safe and Supporting Their Wellbeing

Administration of medicines

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the first aid room, with an appropriate adult, where medication is kept in a locked cupboard.

In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, epilepsy rescue medication etc). When this is applicable, a clearly identifiable safe place in the classroom is chosen, and the location of the medication is detailed on the class management plan.

Toileting

Staff in school are experienced in supporting pupils to become independent in their toileting, and we seek to support toilet training programmes in place at home. We work closely with families and where appropriate seek the advice of the continence service when meeting a pupil's toileting needs. Close adult supervision is maintained to ensure the safety and dignity of all pupils.

Sharing of Medical Information

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 needs are available to staff alongside academic data. Information about the medical and personal care needs of pupils is noted on the class management plan. Where information is required in greater or more personal detail the SENco will work with the child and family to ensure the school complies with the child's needs.

For those pupils with more complex medical needs, medical care plans, produced in discussion with parents/carers and health professionals are used and these are stored alongside the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.

Medical Appointments

The school will work flexibly to support pupils with SEND who miss school due to unavoidable medical appointments or through illness.

Training

Staff undertake regular first aid training and are trained annually 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. All Teaching Assistants have been trained in positive handling techniques.

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

We recognise that emotional wellbeing is fundamental to successful learning and participation in school life. We provide a nurturing and supportive environment where children feel safe, valued and understood.

Support may include:

- ELSA support



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Keeping Students Safe and Supporting Their Wellbeing

- Zones of Regulation
- Pastoral support
- Emotional check-ins
- Social skills support
- Anxiety support
- Access to external services where appropriate

Our approach is trauma-informed and neurodiversity-affirming, recognising that behaviour is a form of communication and that children may experience and express emotions in different ways.

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

Behaviour

The school has a clear Behaviour Policy which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key 'trigger points' during the day, for others this may involve a 'time out' arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupils' behaviour challenges, is to firstly understand their behaviour. When these behaviours are identified we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, de-escalating 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 understanding and managing their own behaviour.

Exclusion

It is very rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found on the website.

Attendance

We take active steps to improve attendance. We work closely with families where attendance is of concern to find 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 the pupils' learning and their day to day well-being in school. They are the first point of contact for pupils and parents. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support learning are used efficiently (e.g. additional adults, physical prompts, and interventions).



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Working Together & Roles

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

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

The school SENCo for Inclusion has responsibility for co-ordinating the provision for pupils with SEND (at this time she is also the Headteacher). 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 and SENCo pupils might come into contact with the following:

Highly skilled and experienced Teaching Assistants working in school. Some of these staff implement intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis.

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

The school nurse is available for parents to seek advice (parental consent required for any contact with a child).

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.

All class teachers and any key workers involved with the child will be given a copy of the EHCP and there are regular opportunities to discuss the content of these at termly SEN meetings with the SENCo.

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

All staff receive regular SEND training and professional development linked to the needs of pupils attending the school. The SENDCo works alongside staff to implement the Cheshire East Graduated Approach and provide advice on inclusive practice.

Training may include:

- Autism awareness
- Speech, language and communication
- Emotional wellbeing and mental health
- Trauma-informed practice



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Working Together & Roles

- Positive behaviour support
- Sensory needs
- Safeguarding

Staff expertise is reviewed regularly to ensure provision remains responsive to pupil needs.

The school's SENCo is a specialist member of staff and holds the national qualification for SENCO.

The Deputy Headteacher as Behaviour Lead has attended relevant training.

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

The school works with a wide range of services. We have close links with health professionals, for example, the School Nurse, Speech and Language Therapy and the Cheshire East Autism Team.

Some of our pupils access Speech and Language Therapy on site.

We regularly organise multi-agency meetings to discuss pupils' needs and aim to ensure good communication with these groups in order 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's SENCo is also always available to support you in matters relating to SEND. Contact details can be found on the school website.

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

The school SENCo is the headteacher – Katie Barber. She can be contacted via the main office, by phone or via email.

head@hollinhey.cheshire.sch.uk

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCo take place to ensure that all pupils make progress.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take



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Working Together & Roles

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. Pupils with SEND are represented within this group.

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

Parents are encouraged to take an active role in the school. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. There are Opportunities to join the "Friends of Hollinhey" who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SENCo provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via appropriate emails.

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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 such as after school clubs, school trips etc. 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. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Yes

Are disabled changing and toilet facilities available? ☐

Details (if required)

Yes

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

Details (if required)

parking bays



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Working Together & Roles

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

Details (if required)

NA

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our Accessibility Plan can be found on the website. Pupils with SEND are supported to access the facilities available to their peers. 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. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings/communications, and would discuss with those families their preferred means of communication. The school uses Sign Along as an alternative form of communication.

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Transition

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

For information about entry please email the main school office (admin@hollinhey.cheshire.sch.uk) who will discuss the entry process with you but all admissions to the school will be through Cheshire East Admissions.

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

We have an Open Day in November each year.

We also offer a range of transition visits for new Foundation Stage pupils. We encourage the families of pupils with SEND to arrange a separate visit with the school SENCo so that information which specifically relates to their child's requirements can be shared. This can be arranged by contacting the SENCo either in person, by phone or email.

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)**

We work closely with our feeder providers and with local secondary schools. Where enhanced transition arrangements are needed we ensure that this are in place as appropriate for the individual child. See below.



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Transition

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school. 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.

Transition to New Settings

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

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information.

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.

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Additional Information

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

The school's SENCo can provide details of further support for families.

CEIAS (Cheshire East Information, Advice and Support Team) can be accessed by following this link <https://www.cheshireeast.gov.uk/livewell/send/send-information-advice-and-support.aspx>

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

September 2026 – review to take place September 2027



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Additional Information

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

From 1st September 2014, the Cheshire East Local Offer can be found at <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/>

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

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

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