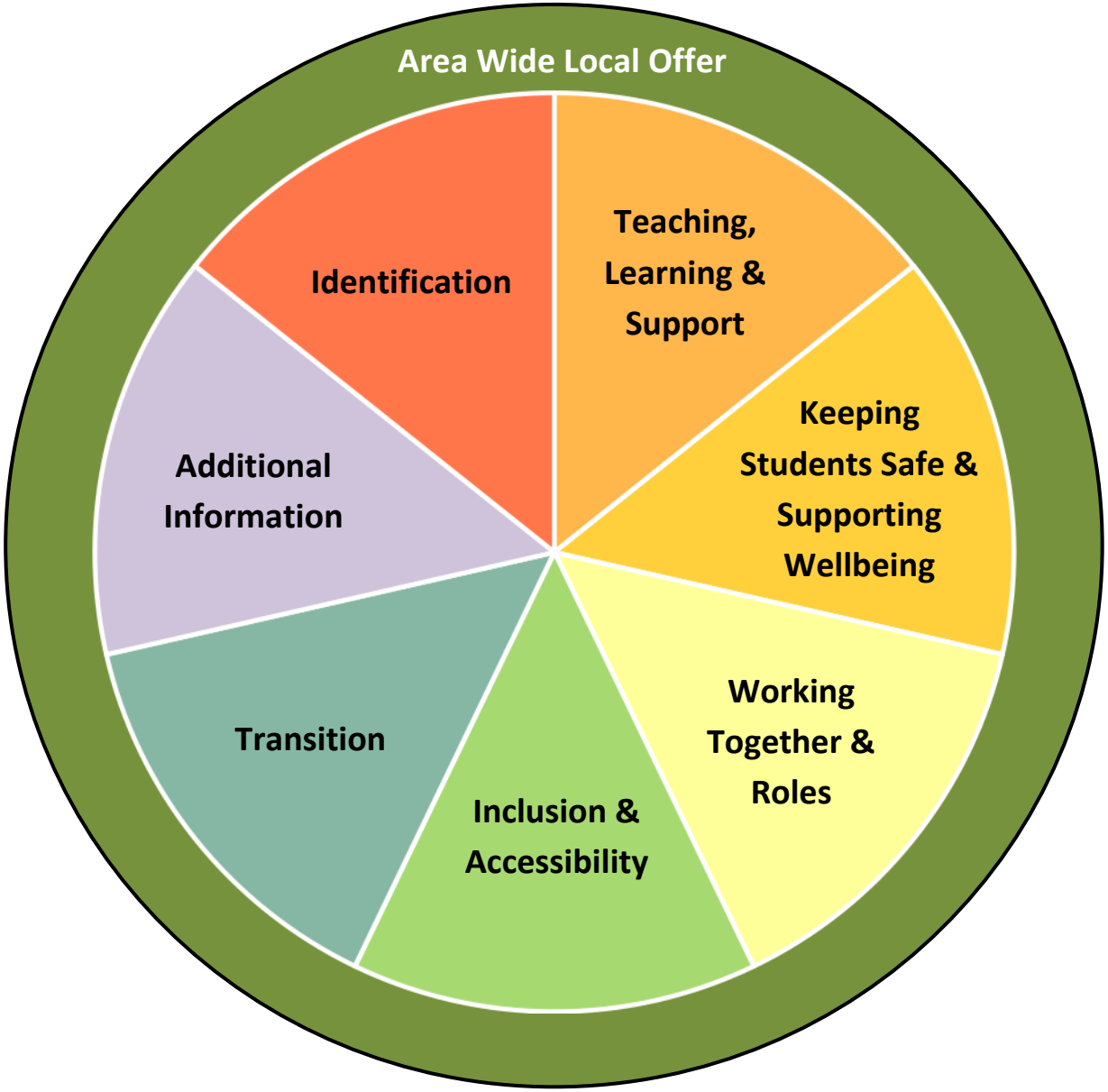
Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.

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



Holmes Chapel
Primary School and Nursery

Cheshire East Council

Holmes Chapel
Primary School and Nursery

Our Local Offer for Special Educational Needs and/or Disability

Cheshire East Council

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Name of Setting	Holmes Chapel 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)
Specific Age range	2 – 11 years
Number of places	420
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).

Our Local Offer for Special Educational Needs and/or Disability

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About our school

Holmes Chapel Primary School and Nursery is a mainstream setting committed to providing an inclusive education for all children. We strive to ensure that every pupil can access a broad, balanced and ambitious curriculum and achieve their full potential.

Since September 2026, Holmes Chapel Primary School has expanded its provision to include a school nursery and wraparound care. This enables the school to identify and support children with additional needs at the earliest opportunity and promotes continuity of provision, support and communication for families from nursery through to Year 6. Inclusion is embedded across nursery, school and wraparound provision to ensure that children with SEND are supported consistently throughout the school day.

This Local Offer should be read alongside the school's SEND Policy, Inclusion Strategy, Accessibility Plan, Equality, Equity, Diversity and Inclusion Policy and School Development Plan. These documents inform the school's approach to early identification, inclusive practice, accessibility and partnership working with families and external agencies.

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)***

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Children with SEND are identified as early as possible within our setting. Initial identification is usually through assessment or observation by school staff working directly with the child or comments or concerns expressed by parents. These concerns may be based on the pupil's general wellbeing, their emotional, social or behavioural presentation, their communication and interaction needs, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive training to support them in the identification of SEND. Early identification is paramount and therefore staff monitor all children's progress carefully. Since September 2026, this process has extended to our nursery provision, enabling emerging needs to be identified and supported at the earliest possible stage.

Progress is monitored by class teachers on a day-to-day basis and reviewed termly through pupil progress meetings led by the senior leadership team. The school follows a graduated approach to SEND support, using assessment, observation, pupil voice, parent feedback and progress information to identify barriers to learning and determine appropriate provision.

From the start, the pupil, the pupil's family, any additional adults who work with the pupil and the SENCO are involved in ongoing discussions regarding identification and provision. These discussions focus on the desired outcomes for the child and the support required to enable them to achieve success.

The majority of pupils' needs can be met through high-quality teaching and inclusive classroom practice, including adaptive teaching, reasonable adjustments, targeted scaffolding and inclusive classroom strategies. Where additional support is required, advice may be provided to class teachers and further interventions may be implemented.

For some pupils, in addition to classroom-based support, a package of targeted interventions may be offered. These may include literacy, numeracy, communication and interaction, or social, emotional and mental health interventions, depending on individual need.

Pupils with more significant or complex needs may be referred to specialist services for further assessment, advice and support. The school works closely with a range of external professionals and services to ensure that pupils receive the support they require.

The SENCO maintains a register of pupils requiring SEND support in order to monitor progress, evaluate the impact of provision and plan resources effectively across the school. Support plans and provision are reviewed regularly in partnership with pupils and families as part of the Assess, Plan, Do, Review cycle.

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 education, the first point of contact should be your child's class teacher or key person in nursery. Staff are available at the beginning and end of the day and are happy to arrange an appointment if a longer discussion is needed.

Following these discussions, further support may be suggested and, where appropriate, the involvement of the SENCO may be sought. Parents and carers are encouraged to share any concerns as early as possible so that support can be considered and put in place promptly.

Alternatively, the SENCO can be contacted directly via the school office or by emailing **headofschool@holmeschapelprimary.cheshire.sch.uk.** Families are always welcome to discuss concerns, ask questions and work in partnership with the school to support their child.

Where can I find the school's SEND policy and other related documents?

The school's policies and key information documents can be found on the school website by following this link:

School Policies

Relevant documents include the SEND Policy, Accessibility Plan, Equality, Equity, Diversity and Inclusion Policy, Behaviour Policy, Attendance Policy, Safeguarding and Child Protection Policy, and other policies relating to inclusion and pupil support.

Information about the school's inclusive provision can also be found within the Local Offer, Inclusion Strategy and other information published on the school website.

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Teaching, Learning and Support

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

Holmes Chapel
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Cheshire East Council

At Holmes Chapel Primary School and Nursery, we are committed to providing an inclusive education which enables all children to access a broad, balanced and ambitious curriculum. Our first priority is high-quality teaching, with adaptations and reasonable adjustments made to meet the diverse needs of learners.

We use a graduated approach to supporting children with SEND. This begins with high-quality inclusive classroom practice, including adaptive teaching, targeted scaffolding, visual supports, alternative methods of recording, assistive resources and adjustments to the learning environment where required.

Most children with SEND have their needs met through inclusive classroom practice and targeted support within the classroom. Teachers are responsible for the progress and attainment of all pupils in their class and work closely with support staff and the SENCO to identify and remove barriers to learning.

Where additional support is required, children may access targeted interventions delivered individually or in small groups. These interventions are carefully matched to identified needs and may support literacy, numeracy, speech and language development, communication and interaction, social skills, emotional wellbeing or other specific areas of need.

The school works closely with a range of external professionals and specialist services where further advice or assessment is required. These may include Educational Psychology, Speech and Language Therapy, health professionals, specialist teachers and other agencies that support children and young people with SEND.

For children requiring provision that is additional to and different from that ordinarily available, a SEND Support Plan will be developed in partnership with parents, carers and the child where appropriate. Support plans identify outcomes, provision and strategies and are reviewed regularly through the Assess, Plan, Do, Review cycle.

Parents and carers are encouraged to work closely with school throughout this process and will have regular opportunities to discuss progress, provision and next steps with staff and the SENCO. Communication takes place through review meetings, parent consultations, reports and ongoing discussions as required.

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

All teachers are responsible for meeting the needs of all learners in their class through high-quality teaching and adaptive practice. Staff develop a thorough understanding of each child's strengths, needs and preferred ways of learning and use this information to plan appropriate support and remove barriers to learning.

Teaching approaches may include the use of visual supports, scaffolded learning, adapted resources, pre-teaching and overlearning of key concepts, alternative methods of recording, additional processing time, targeted adult support and assistive resources where appropriate. Reasonable adjustments are made to ensure that pupils can access the curriculum, learning environment and wider school life alongside their peers.

Information about pupils' SEND, medical needs and agreed strategies is shared with relevant staff to ensure a consistent approach across nursery, wraparound provision and school. This enables adults working with the child to understand their needs and implement appropriate support throughout the school day.

Where pupils are working below age-related expectations, teaching is adapted to address gaps in knowledge and understanding while maintaining high aspirations and access to an ambitious curriculum. Support is carefully matched to need, with the aim of promoting confidence, independence and successful participation in learning.

For pupils requiring additional support, personalised provision may be implemented through a SEND Support Plan. The SENCO works alongside staff to advise on appropriate strategies, interventions and reasonable adjustments. The effectiveness of support is reviewed regularly through ongoing assessment, pupil progress meetings and the Assess, Plan, Do, Review process.

The school continually reviews the accessibility of the curriculum, learning environment and resources to ensure that all pupils, including those with SEND, can participate fully in school life and achieve their potential.

The school also provides access to a dedicated nurture room for pupils who may benefit from additional social, emotional or mental health support. The nurture provision offers a safe and structured environment where pupils can develop emotional regulation, social communication, resilience, confidence and readiness for learning. Support within the nurture room is carefully tailored to individual needs and complements the pupil's participation in mainstream classroom learning wherever possible. Pupils accessing nurture provision continue to be monitored closely to ensure positive outcomes in both their wellbeing and academic progress

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

Resources are allocated according to the needs of pupils and are reviewed regularly to ensure that support is effective, targeted and provides good value for money. The school's first priority is to ensure that all pupils have access to high-quality teaching, adaptive classroom practice and appropriate reasonable adjustments.

Funding is used to provide additional resources, staff training, specialist equipment, intervention programmes and targeted support to meet identified needs. This may include resources to support communication and interaction, literacy and numeracy development, social, emotional and mental health needs, sensory needs and physical access requirements.

The school employs teaching assistants who work alongside teachers to support pupils within the classroom and through targeted interventions where appropriate. The school also provides a dedicated nurture room, which supports pupils who may benefit from additional social, emotional and mental health provision, helping them to develop emotional regulation, resilience, confidence and readiness for learning.

Where pupils require provision that is additional to and different from that ordinarily available, support is planned and reviewed in partnership with parents, carers and the pupil. Resources are matched to identified needs and desired outcomes, ensuring that provision is personalised and effective.

For pupils with more complex needs, additional funding may be available through an Education, Health and Care Plan (EHCP). This funding is used to deliver the specific provision outlined within the plan and to ensure that pupils can access learning and participate fully in school life.

The SEND budget is managed by the Principal and SENCO. Provision, resources and pupil outcomes are monitored regularly to ensure that support remains appropriate, sustainable and responsive to the changing needs of children and young people across the school and nursery.

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 identified, discussions take place between parents or carers, the class teacher, the SENCO and, where appropriate, the child. Together, they consider the child's strengths, needs, barriers to learning and desired outcomes. Decisions about support are based on a range of information, including assessments, observations, progress data, pupil voice and parental views.

The school follows a graduated approach to support. Initially, many needs can be met through high-quality teaching, adaptive classroom practice and reasonable adjustments. Where additional support is required, appropriate interventions, resources or targeted provision may be introduced.

The type and level of support will depend on the child's individual needs and may change over time in response to progress, developing needs and ongoing review. Decisions are made collaboratively and reviewed regularly through the Assess, Plan, Do, Review cycle to ensure that provision remains appropriate and effective.

Where a child has more complex needs, the school may seek advice from external professionals to help identify the most suitable support and provision. Parents and carers will be involved throughout this process and will be informed of any recommendations made.

For pupils with an Education, Health and Care Plan (EHCP), provision is determined by the outcomes and requirements set out within the plan, alongside regular reviews involving parents, school staff and relevant professionals.

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

The school maintains a range of resources and equipment to support pupils with SEND and to remove barriers to learning. These may include visual supports, assistive technology, adapted learning resources, sensory resources, specialist seating, writing aids, communication tools and other equipment identified through assessment of need.

The SENCO works closely with class teachers, support staff, pupils and families to identify any equipment, resources or environmental adaptations that may be required. Resources are allocated according to individual need and reviewed regularly to ensure they remain effective and appropriate.

Where specialist equipment or facilities are required, the school will work with relevant professionals and external services to seek advice and recommendations. This may include support from health professionals, occupational therapists, speech and language therapists, specialist teachers or other advisory services.

The school is committed to making reasonable adjustments to both the learning environment and the curriculum to ensure that pupils with SEND can access learning, participate fully in school life and achieve their potential. This includes access to the school's nurture provision, adapted learning environments and any specialist resources identified as necessary to support a pupil's wellbeing, communication, independence or learning.

Parents and carers will be involved in discussions regarding any specialist equipment, resources or facilities required to support their child. The effectiveness of these arrangements will be reviewed regularly as part of the ongoing Assess, Plan, Do, Review process.

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 staff have high expectations for every child and monitor progress, wellbeing and engagement on an ongoing basis. Class teachers regularly assess pupils' learning and are often best placed to identify both strengths and areas where additional support may be required.

Parents and carers are viewed as key partners in their child's education and are encouraged to share information, concerns and successes with school. Communication may take place through informal conversations, telephone calls, meetings, email correspondence or home-school communication systems, depending on the needs of the child and family.

The progress of all pupils is reviewed regularly through ongoing assessment and termly pupil progress meetings involving class teachers and senior leaders. For pupils receiving SEND support, progress towards agreed outcomes is monitored and reviewed regularly through the Assess, Plan, Do, Review cycle. Parents and carers are involved in these discussions and are encouraged to contribute their views.

SEND Support Plans are reviewed regularly with pupils and families to evaluate the effectiveness of provision and agree next steps. Where a pupil has an Education, Health and Care Plan (EHCP), a formal annual review meeting will be held in partnership with parents, school staff and any relevant professionals.

Parents and carers will receive regular updates about their child's progress through consultation meetings, written reports and review meetings. Additional meetings can be arranged at any time if concerns arise or further discussion is needed.

The school aims to provide practical advice and strategies that families can use at home to support learning, independence and wellbeing. Workshops, information sessions and signposting to support services may also be offered throughout the year where appropriate.

For pupils accessing additional support, including targeted interventions or nurture provision, the impact of this support will be monitored and shared with families as part of the review process.

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

We believe that children and young people should be actively involved in decisions about their education, support and wellbeing wherever possible. Every effort is made to ensure that pupils' views, wishes and feelings are considered when planning, delivering and reviewing provision.

Pupil voice is gathered in a variety of ways, taking account of the child's age, stage of development and individual needs. This may include conversations with trusted adults, review meetings, questionnaires, observations, drawings, visual supports or other communication methods that enable pupils to express their views in a meaningful way.

Pupils are encouraged to contribute to discussions about their strengths, interests, aspirations and any difficulties they may be experiencing. Their views help to inform outcomes, targets, strategies and support arrangements.

As part of the Assess, Plan, Do, Review process, pupils are given opportunities to reflect on their progress and the support they receive. Where appropriate, they are involved in reviewing SEND Support Plans and contributing to discussions about next steps.

We recognise that involvement will look different for every child. In some cases, there may be a need to carefully consider how and when information is shared in order to protect a child's self-esteem and emotional wellbeing. In these circumstances, decisions about pupil involvement are made sensitively in partnership with families and the adults who know the child best.

The school is committed to ensuring that all pupils, including those with communication, interaction or learning differences, have opportunities to participate and have their voice heard in ways that are meaningful and accessible to them.

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

The SENCO, Principal and senior leaders regularly monitor the progress, participation and wellbeing of pupils with SEND to ensure that provision is effective and outcomes are improving. The impact of support is evaluated through a range of measures including assessment information, progress data, attendance, behaviour, pupil voice, parental feedback and participation in wider school life.

The effectiveness of interventions, targeted support and nurture provision is reviewed regularly to ensure that pupils are making progress towards their intended outcomes and that resources are being used effectively. Where provision is found to be less effective, adjustments are made to ensure support remains responsive to individual need.

Provision for pupils with SEND is monitored through classroom visits, learning walks, book scrutiny, planning reviews, pupil progress meetings and discussions with pupils, families and staff. The school uses this information to identify strengths, address areas for development and continually improve inclusive practice across the school and nursery.

SEND Support Plans and Education, Health and Care Plans are reviewed regularly through the Assess, Plan, Do, Review process. These reviews consider the progress made towards agreed outcomes and whether any changes to provision are required.

Governors play an active role in monitoring SEND provision. The school's SEND Governor meets regularly with the SENCO and school leaders to review provision, pupil outcomes, statutory responsibilities and strategic priorities. Governors challenge and support leaders to ensure that SEND provision remains effective, inclusive and responsive to the changing needs of pupils.

The school is committed to continuous improvement and uses feedback from pupils, families, staff, governors and external professionals to evaluate and develop its SEND provision over time.

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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?

The safety and wellbeing of all pupils is a high priority. Information about pupils' SEND, medical needs and any identified risks is shared with relevant staff to ensure that appropriate support and reasonable adjustments are in place throughout the school day. These arrangements apply across nursery, school and wraparound provision.

Staff are made aware of any specific needs, strategies or risk factors that may affect a pupil's safety, wellbeing or access to activities. Where potential risks are identified, measures are implemented to reduce these and enable pupils to participate as fully and independently as possible.

Appropriate supervision and support are provided during less structured parts of the day, such as arrival and departure times, break times, lunchtimes, educational visits, clubs and wraparound care. Where necessary, adjustments may be made to routines, environments or activities to promote safety and inclusion.

For some pupils, individual risk assessments may be completed in consultation with parents, carers and relevant professionals. These are reviewed regularly and updated as needs change. Risk assessments are designed to support participation and independence whilst ensuring that any identified risks are effectively managed.

The school works closely with families and, where appropriate, external agencies to ensure that safeguarding, health and wellbeing needs are understood and supported. All staff receive regular safeguarding training and follow the school's safeguarding procedures to promote the safety and welfare of every child.

Where appropriate, pupils may also access additional support through the school's nurture provision to promote emotional wellbeing, emotional regulation, positive relationships and successful participation in school life.

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

Emotional Wellbeing and Mental Health

We recognise that children and young people with SEND may experience social, emotional and mental health needs that can impact on their wellbeing, relationships and learning. Promoting positive mental health and emotional wellbeing is a key part of our inclusive approach.

All pupils benefit from a whole-school focus on wellbeing through our personal development curriculum, positive relationships, inclusive practice and a strong culture of belonging. Support is available across nursery, school and wraparound provision to ensure pupils feel safe, valued and supported.

Where additional support is required, the school offers a range of targeted interventions and personalised support programmes to help pupils develop emotional regulation, resilience, confidence, social skills and readiness for learning. Support is planned in partnership with children, families and staff to ensure it is responsive to individual needs.

Our Learning Mentor works across the school supporting children and families with social, emotional and behavioural needs. This may include individual support, small-group work, support for emotional wellbeing, attendance, friendships and family circumstances that may be affecting a child's learning or wellbeing. Families may also be signposted to other agencies and services where appropriate.

The school also provides a dedicated nurture room for pupils who would benefit from additional support with emotional wellbeing, social communication, confidence, emotional regulation and engagement in learning. The nurture provision offers a safe and structured environment and works alongside classroom support to promote successful inclusion and positive outcomes.

Friendships and Social Development

Developing positive relationships is an important part of school life. Staff actively support children to develop friendships, social skills and a sense of belonging within the school community.

Where additional support is required, pupils may access targeted social skills work, supported play opportunities, nurture provision or adult-facilitated activities during less structured times of the day. Alternative arrangements can be provided where necessary to help pupils develop confidence and positive relationships with their peers.

Peer Understanding and Inclusion

The school promotes an inclusive culture where differences are respected and celebrated. Through assemblies, classroom learning, personal development activities and wider school opportunities, pupils are encouraged to develop understanding, empathy and respect for one another.

Where appropriate, support may be provided to peer groups or siblings to help them understand and respond positively to individual needs. This is always planned sensitively and in partnership with families where necessary.

Bullying

The school takes all concerns relating to bullying seriously and is committed to ensuring that every pupil feels safe and valued. Pupils are taught to understand the difference between friendship difficulties, unkind behaviour and bullying.

Staff actively monitor relationships, behaviour and wellbeing and respond promptly to any concerns that arise. Where bullying or persistent relational difficulties are identified, appropriate support and intervention will be provided for all pupils involved. This may include individual support, restorative approaches, work with families and ongoing monitoring to ensure that issues are resolved effectively.

This version better reflects your current provision, particularly the established nurture room, Learning Mentor support, wellbeing focus and inclusive ethos.

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

Administration of Medication

We recognise that some children and young people may have medical needs that require support during the school day. Where prescribed medication is required, arrangements will be made in accordance with the school's procedures for supporting pupils with medical conditions.

Individual healthcare plans may be developed for pupils with ongoing or complex medical needs. These plans are created in partnership with parents, carers and relevant health professionals and provide clear guidance for staff on how to support the child safely and effectively.

School staff who support pupils with specific medical needs receive appropriate information, guidance and training where required. Medication is stored and administered in line with school procedures, and accurate records are maintained.

Personal Care

Where a child requires support with personal care, arrangements will be discussed and agreed with parents or carers to ensure that the child's dignity, privacy, independence and wellbeing are promoted at all times.

Personal care plans and risk assessments may be developed where appropriate. These will set out the support required, responsibilities of staff, arrangements for maintaining privacy and any health and safety considerations.

Staff involved in providing personal care receive appropriate guidance and training, and support arrangements are reviewed regularly in partnership with families and any relevant professionals.

Working in Partnership

The school works closely with parents, carers, health services and other agencies to ensure that medical and personal care needs are understood and supported. Arrangements are reviewed regularly and updated whenever a child's needs change to ensure that they can participate safely and fully in all aspects of school life, including educational visits, extracurricular activities, nursery provision and wraparound care.

This wording is more in keeping with your updated inclusion approach and covers nursery, wraparound provision, dignity, healthcare plans and staff training without being tied to specific procedures that may change over time.

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

Emotional wellbeing and positive relationships are central to our inclusive ethos. Through our curriculum, assemblies and wider personal development opportunities, pupils are supported to develop confidence, resilience, self-awareness, emotional regulation and positive relationships with others.

Class teachers and support staff promote a nurturing and supportive environment where children feel safe, valued and able to discuss any worries or concerns. Staff work closely with pupils on a day-to-day basis to support emotional wellbeing, social development and readiness for learning.

Where additional support is required, pupils may access a range of targeted interventions and personalised support designed to develop emotional regulation, social communication, confidence, friendship skills and resilience. Support is carefully planned according to individual need and reviewed regularly to ensure it is having a positive impact.

The school has a dedicated nurture room which provides additional support for pupils who may benefit from targeted social, emotional or mental health provision. The nurture room offers a safe and structured environment where pupils can develop coping strategies, emotional literacy, confidence and positive relationships while continuing to access the wider curriculum.

The school's Learning Mentor works with individual pupils, groups and families to provide additional emotional and social support where needed. This may include support with friendships, emotional wellbeing, attendance, bereavement, family circumstances or other barriers affecting a child's wellbeing and progress.

Where appropriate, the school may also work in partnership with external agencies and specialist services to ensure that pupils receive the support they need to thrive both emotionally and socially.

Support is developed in partnership with pupils and their families, recognising that emotional wellbeing is unique to each child and that successful outcomes are best achieved through strong home-school collaboration.

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

Behaviour

We are committed to creating a safe, inclusive and supportive environment where every pupil can succeed. We recognise that behaviour is a form of communication and seek to understand the underlying reasons for any behaviours of concern. Staff work proactively with pupils and families to identify barriers to learning and provide appropriate support at the earliest opportunity.

The school promotes positive behaviour through clear expectations, positive relationships, consistent routines and a strong focus on emotional wellbeing. Where pupils require additional support, personalised strategies and reasonable adjustments may be implemented to help them succeed. These may include adapted routines, safe spaces, sensory or movement breaks, additional adult support, visual aids, individual behaviour support plans or targeted intervention programmes.

The school adopts a preventative and restorative approach wherever possible. Behaviour incidents are monitored to identify patterns, triggers and effective support strategies. Staff aim to reduce anxiety, develop self-regulation skills and help pupils understand and manage their own behaviour successfully.

Where appropriate, pupils may access support through the nurture room, Learning Mentor provision and other targeted interventions designed to improve emotional wellbeing, resilience, confidence and engagement with learning.

Avoiding Exclusions

The school is committed to inclusion and works hard to ensure that exclusions are avoided wherever possible. When difficulties arise, staff work closely with parents, carers and, where appropriate, external professionals to identify and implement support strategies.

A range of interventions, reasonable adjustments and personalised support plans may be used to help pupils remain successfully included in school. Decisions are made on an individual basis, taking account of the pupil's needs, circumstances and safety. Exclusion would only be considered as a last resort and in accordance with statutory guidance.

Attendance

Good attendance is important for children's wellbeing, learning and achievement. The school promotes positive attendance through strong relationships with families, early identification of concerns and a supportive approach to removing barriers that may affect attendance.

Attendance is monitored regularly for all pupils and additional support may be offered where attendance becomes a concern. The school works closely with pupils, families and external services where appropriate to understand any difficulties and develop strategies to support improved attendance.

For some pupils with SEND, medical needs, anxiety or other vulnerabilities, individual support plans and reasonable adjustments may be considered to help ensure successful engagement with school. The school aims to work in partnership with families to ensure that every child has the best possible opportunity to attend, participate and achieve.

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Working Together & Roles

What is the role of my child's class teacher?

The class teacher has overall responsibility for the progress, attainment and day-to-day wellbeing of every pupil in their class, including those with SEND.

The class teacher is usually the first point of contact for pupils and families and works closely with parents, carers, support staff and the SENCO to ensure that each child receives appropriate support. They develop an understanding of the child's strengths, interests and individual needs and use this information to plan learning that is accessible, ambitious and inclusive.

Class teachers are responsible for delivering high-quality teaching and adaptive classroom practice, making reasonable adjustments where required and monitoring the impact of support on pupil progress. They oversee the implementation of any agreed strategies, interventions or SEND Support Plan targets within the classroom and ensure that all adults working with the child understand their needs and contribute effectively to their learning and wellbeing.

Class teachers regularly assess progress, identify any emerging concerns and work with the SENCO and families to review provision and agree next steps. They play a key role in the Assess, Plan, Do, Review process and are responsible for ensuring that support remains effective, appropriate and responsive to the child's changing needs.

Class teachers are also responsible for promoting pupils' personal development, emotional wellbeing, independence and participation in the wider life of the school, helping every child to feel valued, included and successful.

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

Supporting children and young people with SEND is a shared responsibility, and a range of staff may be involved in helping to meet a child's needs.

The Principal has overall responsibility for the strategic leadership of the school and for ensuring that effective arrangements are in place to support pupils with SEND.

The SENCO is responsible for coordinating SEND provision across the school and nursery. This includes supporting staff, monitoring pupil progress, liaising with families and external professionals, coordinating assessments and reviews, and ensuring that appropriate provision is in place. The SENCO may carry out assessments, observe pupils, contribute to planning and host review meetings, including Education, Health and Care Plan reviews.

Teaching assistants work alongside teachers to support learning, independence, wellbeing and inclusion. They may provide classroom support, deliver interventions, facilitate access to learning and help pupils develop confidence and independence. Some teaching assistants have specialist knowledge and training in particular areas of need.

The school's Learning Mentor provides additional support for pupils' emotional wellbeing, social development and engagement with learning. The Learning Mentor may work directly with pupils, families and staff and can help identify and coordinate appropriate support where needed.

Staff working within the school's nurture provision support pupils who may require additional help with emotional regulation, confidence, resilience, social communication and readiness for learning. The nurture team works closely with class teachers, families and the SENCO to ensure that support is coordinated and effective.

Where appropriate, external professionals may also be involved in supporting a child. These may include educational psychologists, speech and language therapists, health professionals, specialist teachers and other agencies. Parents and carers will be consulted and involved before referrals are made and throughout any involvement from external services.

For some pupils with more complex needs, a key adult may be identified to help coordinate communication and provide additional support. However, responsibility for the progress and wellbeing of the child always remains with the class teacher.

How does the school 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?

Information about a pupil's SEND, SEND Support Plan, Education, Health and Care Plan (EHCP), medical needs and any agreed support strategies is shared with relevant staff to ensure a consistent and coordinated approach. Staff are expected to understand and implement the provision, strategies and reasonable adjustments required to support individual pupils effectively.

Class teachers, teaching assistants and other relevant staff have access to information about the pupils they work with and are given opportunities to discuss individual needs with the SENCO and other members of staff. Key information is reviewed regularly and updated whenever a pupil's needs or provision change.

The SENCO works closely with teachers, support staff, the Learning Mentor and nurture staff to ensure that support is well coordinated across nursery, school and wraparound provision. Regular staff discussions, SEND reviews and professional development opportunities help to ensure that all staff understand their responsibilities and feel confident in meeting pupils' needs.

Information is also shared with temporary or supply staff where appropriate so that they are aware of any important strategies, adjustments or safeguarding considerations required to support a child successfully and safely.

The school recognises the importance of working in partnership with families and external professionals. Recommendations from external agencies are shared with relevant staff and incorporated into classroom practice and support plans where appropriate.

What expertise is available in the school in relation to SEND? *(IRR)*

All staff receive regular training and professional development to support their understanding of SEND and inclusive practice. This includes whole-school training, specialist guidance, professional discussions and opportunities to work alongside colleagues and external professionals to develop expertise.

The school's SENCO, Mrs V Bradford, is a qualified Special Educational Needs Co-ordinator and holds the National Award for Special Educational Needs Co-ordination (NASENCO). The SENCO has responsibility for coordinating SEND provision, supporting staff and ensuring that pupils with SEND receive appropriate support. The SENCO works closely with teachers, teaching assistants, families and external agencies to promote effective inclusive practice across the school and nursery.

The school is committed to recruiting, developing and retaining high-quality SEND support staff and employs experienced teaching assistants, including specialist SEND teaching assistants with expertise in supporting pupils with a wide range of additional needs.

Teachers and teaching assistants receive ongoing support and training in meeting a range of needs, including communication and interaction, cognition and learning, social, emotional and mental health needs, autism, speech and language development, sensory needs and physical or medical needs. Staff regularly review provision and share effective practice to ensure support remains responsive to pupils' needs.

The school benefits from experienced teaching assistants, a dedicated Learning Mentor and staff working within the nurture provision who have developed expertise in supporting pupils' emotional wellbeing, social development, emotional regulation and readiness for learning.

Where additional specialist expertise is required, the school works closely with a range of external professionals and services. These may include Educational Psychology, Speech and Language Therapy, the Cheshire East Autism Team, health professionals and other specialist support services. Advice and recommendations from these professionals are used to inform staff training, classroom practice and individual support plans.

We are committed to continually developing staff expertise and regularly engage in training, networking and partnership working to ensure that pupils with SEND receive effective, evidence-informed support.

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Working Together & Roles

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 closely with a wide range of services and professionals to ensure that pupils with SEND receive appropriate support and advice. The specific services involved will depend on the individual needs of the child or young person.

These services may include health, education and social care professionals, such as Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, Educational Psychology, Occupational Therapy, health visitors, school nursing services, paediatric services and social care teams where appropriate.

The school also works with specialist education support services, including the Cheshire East Autism Team and other advisory services that provide guidance on meeting the needs of children and young people with a range of SEND.

Where appropriate, the school will seek advice and support from external professionals to help identify needs, plan provision, develop staff expertise and improve outcomes for pupils. Recommendations from external agencies are incorporated into classroom practice, SEND Support Plans and wider provision where appropriate.

The school is committed to working collaboratively with families and professionals. Multi-agency meetings may be arranged where appropriate to ensure effective communication and coordinated support for children, young people and their families. These meetings help ensure that everyone involved has a shared understanding of needs, outcomes and next steps.

Parents and carers are involved in discussions regarding referrals, assessments and support from external services and are kept informed throughout the process.

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Cheshire East Council

Who would be my first point of contact if I want to discuss something?
Your first point of contact should usually be your child's class teacher or key person in nursery, as they know your child best and are responsible for their day-to-day learning, progress and wellbeing. If your query relates to SEND, additional needs or concerns about your child's progress, you may also contact the **SENCO, Mrs V Bradford**, via the school office. The SENCO works closely with families, teachers and external professionals to ensure that appropriate support is identified and implemented. Where concerns relate to a child's emotional wellbeing, attendance or wider pastoral needs, support may also be available through the school's Learning Mentor and pastoral team. We encourage parents and carers to contact the school as soon as any concerns arise so that we can work together to identify solutions and provide support at the earliest opportunity.
Who is the SEND Coordinator and how can I contact them? *(IRR)*
The school's Special Educational Needs Coordinator (SENCO) is Mrs V Bradford, who is also the Head of School**.** The SENCO is responsible for coordinating provision for pupils with SEND, supporting staff, liaising with families and external professionals, and monitoring the effectiveness of SEND provision across the school and nursery. Parents and carers are encouraged to contact the SENCO if they have concerns about their child's learning, development, wellbeing or special educational needs. The SENCO can be contacted via email at **headofschool@holmeschapelprimary.cheshire.sch.uk** or through the school office, where arrangements can be made for a meeting or telephone discussion. As both Head of School and SENCO, Mrs V Bradford has strategic oversight of inclusion, SEND provision and pupil support across the school and nursery, helping to ensure that pupils and families receive joined-up support.
What roles do have your governors have? And what does the SEN governor do?
The Governing Board is responsible for supporting and challenging school leaders to ensure that all pupils, including those with SEND, receive a high-quality education and are able to achieve their potential. Governors monitor the effectiveness of the school's provision, policies, outcomes and strategic priorities and help ensure that statutory duties relating to SEND, safeguarding, equality and inclusion are met.

The school has a designated SEND Governor who works closely with the SENCO and school leaders to monitor SEND provision and outcomes. The SEND Governor meets regularly with the SENCO to discuss the impact of provision, pupil progress, attendance, wellbeing, staffing, inclusion priorities and the effectiveness of support for pupils with SEND.

The SEND Governor also supports the governing board in understanding the school's SEND profile, reviewing strategic developments, monitoring compliance with statutory requirements and ensuring that resources are used effectively to meet pupils' needs. Governors review information about SEND provision and outcomes and provide appropriate challenge and support to help drive continuous improvement.

Through regular monitoring, discussion and review, governors help ensure that the school remains inclusive, ambitious and responsive to the changing needs of pupils across the school and nursery.

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

We believe that every child has the right to have their views, wishes and feelings heard and taken into account when decisions are made about their education, wellbeing and support.

Every effort is made to ensure that pupils' opinions are an integral part of planning and reviewing provision. Pupil voice is gathered in ways that are appropriate to the child's age, stage of development and individual needs. For some pupils this may involve direct discussion, whilst others may be supported to express their views through visual supports, drawings, questionnaires, structured activities or conversations with a familiar adult.

Pupils are encouraged to share their strengths, interests, aspirations and any concerns they may have. Their views are considered as part of the Assess, Plan, Do, Review process and may contribute to SEND Support Plans, review meetings and Education, Health and Care Plan reviews where appropriate.

We recognise that some children may require additional support to communicate their views. In these circumstances, trusted adults work closely with pupils to help them express their thoughts and preferences in ways that are meaningful and accessible. Where appropriate, adults may act as advocates to ensure that a child's voice is represented effectively.

Pupils also have wider opportunities to contribute to the life of the school through roles of responsibility, pupil surveys, classroom discussions and the School Council**,** which meets regularly to discuss ideas, suggestions and issues raised by fellow pupils. Governors and school leaders also seek the views of pupils to help inform school improvement and ensure that children's experiences are reflected in decision-making.

Our aim is for all pupils, including those with SEND, to feel valued, listened to and actively involved in shaping their school experience.

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

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We believe that strong partnerships between home and school are essential in supporting children to thrive. Parents and carers are encouraged to take an active role in school life and are valued members of our school community.

There are a variety of opportunities for parents and carers to become involved in the life of the school and nursery. These may include volunteering in school, supporting educational visits, attending workshops and information sessions, participating in celebrations and events, and contributing to consultations and surveys about school development.

Parents and carers are also encouraged to engage with their child's learning through review meetings, parent consultations, curriculum information, SEND meetings and ongoing communication with staff. We welcome feedback and regularly seek the views of families to help shape and improve our provision.

The school's Parent Teacher Association (PTA) plays an important role in supporting the school community through events, fundraising and opportunities for families to become involved in school life.

Parents and carers also have opportunities to serve as governors. Parent Governor vacancies are advertised to families when they arise, and all eligible parents are encouraged to consider standing for election. Governors play an important role in supporting and challenging school leaders, helping to ensure that the school continues to provide the best possible education and support for all pupils.

We are committed to working in partnership with families and recognise that parents and carers have valuable knowledge and expertise about their children. Their views are welcomed and considered when developing provision, reviewing support and planning future improvements.

Our Local Offer for Special Educational Needs and/or Disability

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Working Together & Roles

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

We recognise that supporting a child or young person with SEND can sometimes be challenging and that families may require advice, guidance and practical support. We are committed to working in partnership with parents and carers and ensuring that they feel supported throughout their child's educational journey.

The SENCO is available to provide advice and support regarding SEND processes, assessments, referrals and provision. This may include support with understanding reports, preparing for meetings, completing paperwork and accessing additional services and support.

The school's Learning Mentor is also available to support pupils and families. This may include advice around emotional wellbeing, attendance, behaviour, family circumstances and access to additional support services where appropriate.

School staff can provide information about local services, support groups, community organisations and sources of advice available to families of children and young people with SEND. Where appropriate, families may be signposted to information, advice and support services, health professionals, voluntary organisations and other agencies that may be able to offer additional support.

The school works closely with families and recognises the important role that parents and carers play in supporting their child's development, wellbeing and education. We encourage parents and carers to contact us whenever they have concerns or require additional support, advice or guidance.

Where appropriate, multi-agency meetings may be arranged to ensure that families receive coordinated support and that everyone involved is working together to achieve the best possible outcomes for the child or young person.

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Inclusion & Accessibility

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

We are committed to ensuring that all pupils, regardless of need or disability, are able to participate fully in the wider life of the school. We believe that educational visits, clubs, enrichment activities, residential experiences, performances, sporting events and leadership opportunities are an important part of children's personal development and should be accessible to all.

Wherever possible, reasonable adjustments are made to enable pupils with SEND to participate alongside their peers. This may include adapting activities, providing additional preparation or support, adjusting staffing arrangements, modifying resources or making changes to the environment to ensure that pupils can access opportunities safely and successfully.

Educational visits and residential experiences are carefully planned to ensure that individual needs are considered. Risk assessments are completed where appropriate, and school staff work closely with families to identify any necessary adjustments or support arrangements.

Pupils with SEND are encouraged to take part in the full range of extracurricular opportunities offered by the school, including clubs, trips, sporting events, performances and other enrichment activities. Support may be provided where required to promote successful participation, independence and enjoyment.

The school also seeks to ensure that pupils with SEND can access opportunities available through nursery provision, wraparound care and wider school activities. Staff work collaboratively with families to identify and overcome potential barriers to participation.

In exceptional circumstances, where an activity cannot be accessed in its usual format despite reasonable adjustments, the school will work with the pupil and family to explore alternative ways of achieving the same educational, social or developmental outcomes.

How accessible is the school environment?

Is the building fully wheelchair accessible? ☐

Details (if required)

The majority of the school site is wheelchair accessible, including access to classrooms, communal areas and toilet facilities. However, there is currently no stair lift to the first floor, which may limit independent access to some areas of the building. Where necessary, the school will make reasonable adjustments and work with pupils, families and relevant professionals to ensure that all pupils can access learning and participate fully in school life.

Are disabled changing and toilet facilities available? ☑

Details (if required)

The school has an accessible disabled toilet facility available for pupils, staff and visitors. In addition, the nursery includes an accessible toilet and changing facilities to support the needs of younger children and those who may require assistance with personal care.

Where required, the school will work with families and relevant professionals to ensure that appropriate arrangements, reasonable adjustments and support are in place to meet individual care, medical and accessibility needs.

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

Details (if required)

The school has designated disabled parking bays available for pupils, families and visitors who require accessible parking. These spaces are located close to the main entrance to support safe and convenient access to the school site.

Staff are happy to discuss individual access arrangements where required to ensure that pupils with disabilities or mobility difficulties can access the site safely and comfortably.

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

Details (if required)	N/A

The school makes every effort to provide reasonable adjustments to ensure that its facilities, curriculum and wider school experiences are accessible to all pupils. Children and young people with SEND are supported to access the same opportunities as their peers through tailored adjustments and support. Examples include providing large-print resources for pupils with visual impairments, adapting teaching materials, offering assistive technology where appropriate, making environmental adaptations, and providing additional adult support during lessons, educational visits, sports activities and extracurricular clubs. The school also offers access to its Nurture Room, ELSA support, wraparound provision and nursery facilities, ensuring that pupils with SEND can fully participate in all aspects of school life.

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Inclusion & Accessibility

At Holmes Chapel Primary School and nursery, we are committed to ensuring that all children and their families can access our school environment, information and services as fully as possible.

Where needed, we make reasonable adjustments to the auditory and visual environment to support pupils with sensory impairments and help them access learning and school life.

We recognise that every family has different communication needs and preferences. We aim to make communication as accessible as possible. For parents and carers who find written information difficult to access, we can offer alternative ways of communicating, including face-to-face conversations, telephone calls or text messages.

Where families require communication in a language other than English, including British Sign Language (BSL), we will seek to arrange translation or interpretation support for key meetings and communications. We will work with families to understand and agree their preferred method of communication.

For further information about how we make our school accessible, please see our Accessibility Plan, available on our school website.

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Transition

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

If you are considering a place for your child at Holmes Chapel Primary School and Nursery, please contact the school office at **admin@holmeschapelprimary.cheshire.sch.uk**. Staff will be happy to discuss the admissions process, arrange a visit where appropriate and answer any questions you may have about the provision available.

Families of children with SEND are encouraged to contact the school at an early stage to discuss their child's individual needs and any support that may be required. The SENCO and other relevant staff may be involved in these discussions to ensure that appropriate planning can take place before admission.

The school welcomes children with a wide range of needs and is committed to ensuring that all pupils feel included, supported and able to access the opportunities available. We work closely with families, previous settings and external professionals where appropriate to gather information and plan effective transition arrangements.

The school complies with the Equality Act 2010 and the School Admissions Code in relation to the admission of pupils. Where a child has a disability or additional needs, reasonable adjustments will be considered to ensure that they are able to access education and participate fully in school life.

How can parents arrange a visit to your school? What is involved?

Parents and carers are welcome to visit the school and nursery to learn more about the provision available and to see the school in action. Visits can be arranged by contacting the school office, who will be happy to discuss available dates and times.

The school offers open events and opportunities for prospective families to visit throughout the year. In addition, individual visits can often be arranged for families who would like to discuss their child's needs in more detail or view specific aspects of the provision.

During a visit, families will typically have the opportunity to tour the school and nursery, meet members of staff, see classrooms and learning environments, and ask questions about the curriculum, pastoral support, SEND provision and wider school life.

For children with SEND or additional needs, we encourage parents and carers to share information about their child before or during the visit. Where appropriate, the SENCO may be available to discuss individual needs, answer questions and explain the support available to help ensure a successful transition into school. Additional transition visits can be arranged where necessary to support children who may benefit from extra opportunities to become familiar with the school environment, staff and routines before starting.
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)***

Starting at Holmes Chapel Primary School and Nursery

We recognise that successful transitions are important for all children and can be particularly significant for those with SEND. We work closely with families, previous settings and relevant professionals to ensure that children feel safe, confident and well prepared for their next step.

Before joining the school or nursery, families are encouraged to visit and discuss their child's strengths, interests and individual needs. Where appropriate, the SENCO may be involved in these discussions and additional meetings may be arranged with parents, previous settings and other professionals to support effective transition planning.

Transition arrangements are personalised according to the needs of the child and may include visits to the school or nursery, visits by school staff to the child's current setting, opportunities to meet key adults, photographs and transition booklets, visual timetables, social stories and additional familiarisation visits.

For children with more complex needs, transition planning may begin well in advance of admission and involve a range of professionals. The school will work with families and external agencies to identify any adjustments, resources, training or support required to ensure a successful start.

Particular care is taken to support transitions into Nursery and from Nursery into Reception, ensuring continuity of support and the early identification of any additional needs.

Moving Between Classes and Key Stages

Transition arrangements are in place for all pupils moving between year groups. Information is shared between staff to ensure continuity of provision and support. Additional visits, meetings or transition activities may be arranged for pupils who would benefit from extra preparation.

Pupils are supported to understand and prepare for changes in routines, expectations and environments through discussions, visual supports and planned transition activities where appropriate.

Transition to Secondary School

We work closely with local secondary schools to ensure that pupils experience a smooth transition. Information about pupils' strengths, needs and successful support strategies is shared with receiving schools in accordance with data protection requirements and in partnership with families.

For pupils with SEND, additional transition support may be provided. This may include extra visits, meetings with key staff, transition programmes, visual resources and opportunities to become familiar with the new environment before starting secondary school.

Where pupils have an Education, Health and Care Plan (EHCP), transition planning forms part of the annual review process to help ensure that appropriate provision and support are in place for the next stage of education.

Our aim is for every child and young person to feel confident, supported and ready to thrive as they move through each stage of their educational journey.

Our Local Offer for Special Educational Needs and/or Disability

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Additional Information

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

The school recognises that some families may benefit from additional advice, guidance and support beyond that available within school. Parents and carers are encouraged to contact the SENCO or Learning Mentor if they would like information about services that may be able to support their child or family.

Families can access a range of local and national services that provide advice, information and support relating to SEND, health, wellbeing and family life. These services may offer support with understanding SEND processes, accessing assessments, preparing for meetings, emotional wellbeing, parenting support and signposting to community resources.

The school works closely with a range of education, health and social care services and can help families access appropriate support where needed. Where appropriate, school staff may also support families in making referrals or attending multi-agency meetings.

Cheshire East Information, Advice and Support (CEIAS) provides free, impartial and confidential information, advice and support for children and young people with SEND and their parents and carers. CEIAS can offer guidance on SEND processes, Education, Health and Care Plans, school support arrangements and understanding parents' rights and responsibilities. Further information about local services, support groups and activities for children and young people with SEND can also be found through the Cheshire East Local Offer. Families are encouraged to speak to the SENCO or school office if they are unsure what support may be available, and staff will be happy to discuss possible sources of advice and assistance.
When was the above information updated, and when will it be reviewed?
This Local Offer was reviewed in November 2026 and will be reviewed again in November 2027, or sooner if there are significant changes to legislation, guidance, school provision or the needs of pupils attending the school and nursery.
Where can I find the Cheshire East Local Offer? *(IRR)*
The Cheshire East Local Offer provides information about services, support and provision available for children and young people with special educational needs and disabilities (SEND) and their families. The Cheshire East Local Offer can be accessed at: **www.cheshireeast.gov.uk/localoffer** Parents and carers can use the Local Offer to find information about education, health and social care services, support groups, activities, advice services and SEND support available across Cheshire East
What can I do if I am not happy with a decision or what is happening? *(IRR)*

We are committed to working in partnership with families and encourage parents and carers to raise any concerns as soon as possible. In most cases, concerns can be resolved quickly through open communication and collaborative problem solving.

If you have a concern, your first point of contact should usually be your child's class teacher or key person in nursery. If the matter cannot be resolved at this stage, or if it relates specifically to SEND provision, you may wish to discuss your concerns with the SENCO or Head of School.

We will always seek to listen carefully to concerns, understand different perspectives and work together to identify an appropriate resolution in the best interests of the child.

If, following these discussions, you remain dissatisfied, you may make a formal complaint in accordance with the school's Complaints Procedure, which is available on the school website or from the school office.

Parents and carers may also wish to seek independent information, advice and support through Cheshire East Information, Advice and Support (CEIAS).

Where concerns relate to decisions made by the local authority regarding SEND provision or Education, Health and Care Plans (EHCPs), information about disagreement resolution, mediation and appeals is available through the Cheshire East Local Offer and local authority SEND services.