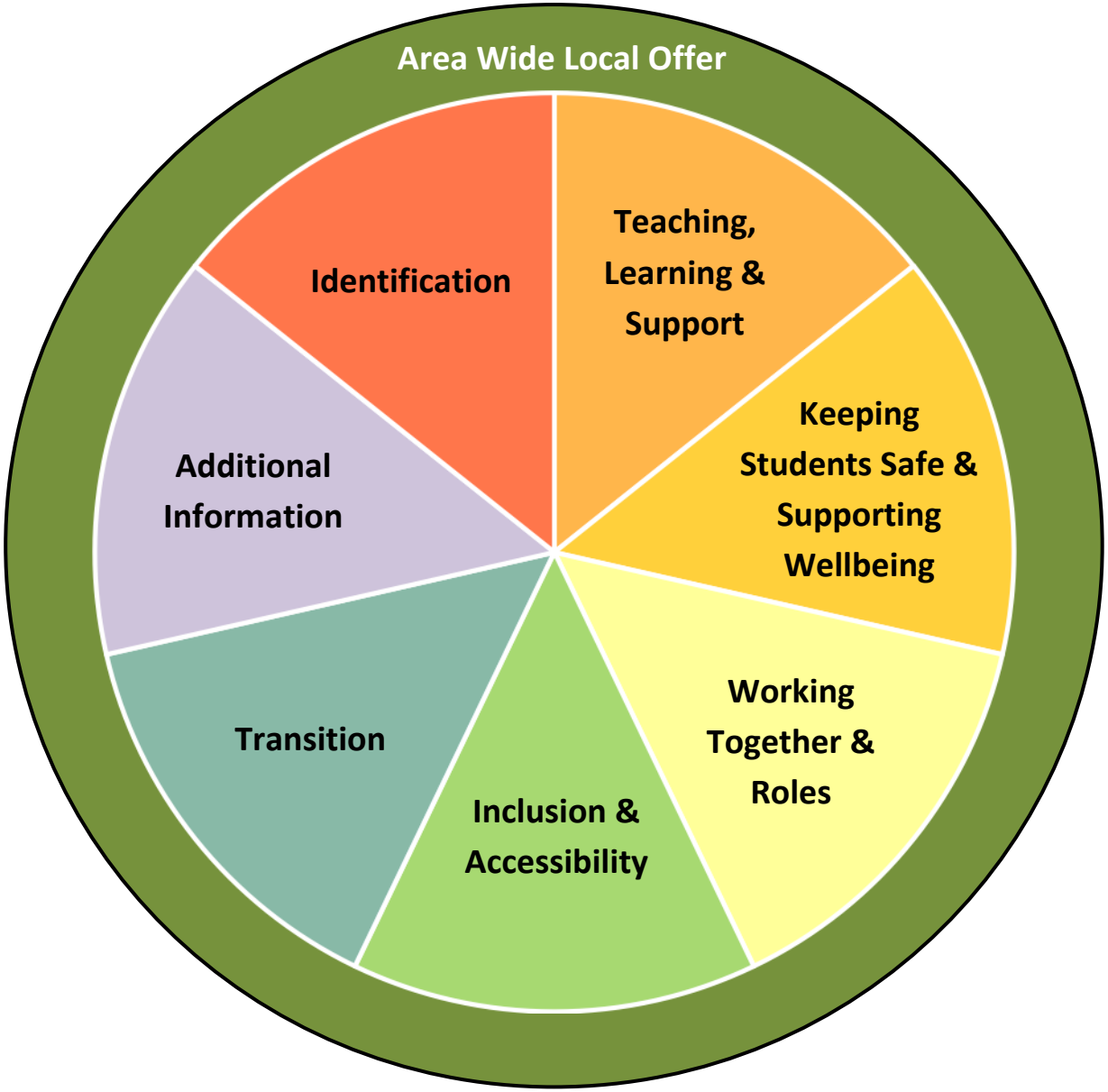
Pear Tree Primary School Local Offer for Special Educational Needs and/or Disability

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

Cheshire East Council

Pear Tree Primary School Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Pear Tree Primary School
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	4-11 years
Number of places	207
Which types of special educational need do you cater for? ***(IRR)***	☑ We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

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

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

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

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Identification

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

All class teachers are informed about Special Educational Needs (SEN) and consistently monitor pupils for any signs that they may not be making the expected academic or social progress. This may relate to areas such as reading, writing, or mathematics, but can also include concerns about a child's emotional regulation, attention, concentration, or social communication.

When a teacher identifies that a pupil is demonstrating slower-than-expected progress, they will first investigate whether there are any gaps in the pupil's learning. If such gaps are identified, targeted support is provided to help the pupil address them. Pupils without SEN typically make rapid progress once these learning gaps have been resolved.

If the pupil continues to experience difficulties and does not make the expected progress, the teacher will consult with the Special Educational Needs Coordinator (SENCO) and will contact you to discuss the possibility that your child may have SEN.

The SENCO will then observe the pupil both in the classroom and during unstructured times, such as in the playground, to gain a comprehensive understanding of their strengths and areas of difficulty. They will hold discussions with the pupil's teacher(s) to identify any concerns or recent changes in progress, attainment, or behaviour. Additionally, the SENCO will compare your child's development and progress with that of their peers and with relevant national data.

The SENCO will seek your views and will also speak with your child to gather their perspective. Where appropriate, the SENCO may request input from external professionals such as a speech and language therapist, an educational psychologist, the autism team, or a paediatrician.

Using all of the information collected, the SENCO will determine whether your child requires SEN support. You will be informed of the outcome of this decision. The school will seek parental consent prior to placing a pupil on the SEND register, ensuring that families are fully informed and agree to the support being put in place.

If SEN support is deemed necessary, your child's name will be added to the school's SEND register, and the class teacher and SENCO will collaborate with you to develop an individual SEN support plan.

What should I do if I think my child or young person needs extra help?

Tell us about your concerns

If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact your child's teacher via the office email

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Identification

(admin@peartree.cheshire.sch.uk) They will pass the message on to our SENCO, Natalie Zatrakova, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. senco@peartreeprimary.co.uk

We will invite you to a meeting to discuss your concerns
We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

We will decide if your child requires SEN support
If we decide that your child needs SEN support, your child will be added to the school's SEND register.

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

Please visit the school's website to find and read the:

- SEN policy
- Child protection and Safeguarding Policy **40677724_page_file.docx**
- Mental Health Provision Map **46859048_page_file.pdf**
- Anti-bullying policy **16914665_page_file.docx**
- Behaviour and relationships policy **40677721_page_file.docx**
- Suspension and Exclusion policy **42896212_page_file.pdf**

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Teaching, Learning and Support

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

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Teaching, Learning and Support

Your child's teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality, inclusive teaching is our first response to meeting your child's needs. We ensure that every pupil has access to a broad and balanced curriculum throughout their time at our school.

Teaching is adapted to suit the way each pupil learns best. There is no "one-size-fits-all" approach; adaptations are made on a case-by-case basis to ensure they are meaningful and effective for your child.

These adaptations may include:

- Modifying the curriculum to ensure all pupils can access it, for example through small group work, adapting teaching style, or adjusting lesson content.
- Differentiating teaching, for example by providing longer processing times, pre-teaching key vocabulary, reading instructions aloud, or other strategies
- Adapting resources and staffing to support learning
- Using recommended aids, such as laptops, coloured overlays, visual timetables, or larger font
- Providing teaching assistant support on a one-to-one or small group basis, depending on individual needs and the level of support required to meet targets.

Our adaptations may include:

- Curriculum adjustments, such as small group work, modified teaching styles, or adapted lesson content
- Differentiated teaching, including longer processing time, pre-teaching of key vocabulary, and reading instructions aloud
- Use of tailored resources and staffing, to support specific learning needs
- Use of recommended aids, such as laptops, coloured overlays, larger print, and visual timetables
- Teaching assistant support, provided either 1-to-1 or in small groups, depending on the pupil's needs and their individual learning targets

Additional Interventions We May Provide

We offer a range of targeted interventions tailored to different areas of need:

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Teaching, Learning and Support

Cognition and Learning

Writing slope

Overlays

Pre teaching

Precision Teaching

Fine Motor Skills

IDL Literacy

Beat Dyslexia

Communication and Interaction

Visual timetables

Social stories

Lego Therapy

Talkabout

Speech and language therapy

Wellcomm

Blanks

A total communication approach

AAC systems

Social, Emotional, and Mental Health

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Teaching, Learning and Support

Flexible seating

Social stories

Comic strip conversations

Movement breaks

Sensory circuits

Nurture groups

Friendship Terrace

ELSA

Sensory and/or Physical

Hearing loop

Makaton

Adapted resources

Access to technology to support vision

Tactile sensitivity support

NV access support

Sensory Circuits

Gross motor skills support

Regulation support and teaching

Gross Motor skills

Cool Kids

Motor Skills United

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Teaching, Learning and Support

Evaluating the Effectiveness of Support

We regularly review and evaluate the effectiveness of the support we provide through:

- Termly reviews of pupil progress towards individual goals
- 6-week reviews of intervention impact
- Pupil voice through questionnaires
- Ongoing monitoring by the SENCO
- Provision mapping to track and measure progress
- Annual review meetings for pupils with an Education, Health and Care (EHC) plan

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

As an inclusive school, we are committed to ensuring that all pupils can access the curriculum at an appropriate level. To achieve this, we adapt both the learning environment and curriculum to meet individual needs. This may involve personalising learning tasks, differentiating content, or implementing specific strategies to support access and engagement.
Where appropriate, specialist equipment or environmental adaptations are put in place to support pupils with additional needs. We regularly carry out environmental audits and use validated tools and evidence-based research to inform our planning and provision.
When needed, we seek professional advice from external agencies, such as the Cheshire East Autism Team, to help us tailor the curriculum and learning environment to better meet a pupil's individual needs.

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

The Head Teacher determines the budget for Special Educational Needs and Disabilities (SEND) in consultation with the school governors, considering historical patterns of need and projected requirements.

Provision for pupils with SEND is reviewed regularly by the Head Teacher and SENCO to ensure it remains effective and responsive. Adjustments are made as needed to reflect changes in pupil needs or available resources.

Resources to support pupils with SEND - such as specialist equipment, additional adult support, or involvement from external agencies - are allocated based on individual needs. Wherever possible, these are funded from within the school's budget. In some cases, pupils with more complex needs may require ongoing support from a key adult throughout parts of the school day.

The SEND budget is strategically managed by the Head Teacher and SENCO and reviewed throughout the year to ensure it continues to meet

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Teaching, Learning and Support

current needs effectively.

Where a pupil's needs are particularly complex and it is felt that additional funding is required, this will be discussed with parents during regular review meetings. If appropriate, and with parental agreement, the school will work collaboratively with families to apply to the local authority for an Education, Health and Care (EHC) needs assessment.

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 pupil is initially identified as needing additional in-class support, parents will be invited to meet with the class teacher to discuss concerns. A 'First Concerns' discussion form will be completed as part of this process. If the pupil continues to require support beyond this point, further 'First Concerns' documentation will be completed to track needs and provision.

For pupils requiring more significant support, the school may involve external agencies - such as Educational Psychologists - through a consultative process. Parents will then be invited to a meeting with the class teacher and the SENCO, during which SEND Support paperwork will be completed. Desired outcomes for the pupil will be discussed and agreed upon collaboratively, and the steps required to achieve these will be outlined. The pupil's views will be sought and included in this decision-making process.
The school has a broad range of expertise in supporting diverse needs. If there are differing views on the type of support a pupil requires to meet their outcomes, advice from external professionals will be sought.

All resources, training, and support are reviewed regularly, with changes made as needed to ensure provision remains effective and responsive.

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

If any specialist equipment or facilities are required (e.g. scribes) that the school does not currently have, a review will be carried out in collaboration with the parent, pupil, and any relevant specialist agencies, such as a teacher of the deaf or an occupational therapist. Wherever possible, the school will aim to meet these needs within its existing budget. In some cases, specialist equipment may be available on loan from external agencies.

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)*

Your child's progress is continuously monitored by their class teacher and formally reviewed by both the Head Teacher, Assistant Head Teacher, Teachers and the SENCO. We are committed to keeping you informed and involved at every stage of your child's learning journey.

Monitoring and Support

- The SENCO and class teacher regularly review the progress and provision for pupils with special educational needs. If there are any

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Teaching, Learning and Support

concerns about your child's development, we will contact you to discuss next steps.

Parent Meetings

- Pupils with SEND are offered three Star Day appointments each academic year.
- Parents will be informed of the most suitable ways to communicate with their child's class teacher and the SENCO. Where needed, additional meetings can be arranged to review progress and discuss any concerns.
- SEND Support Plans and Implementation Plans will be reviewed regularly by the class teacher and SENCO. Once reviewed, these will be shared with parents, at their child's Star Day, to ensure they are fully informed and involved in supporting their child's progress.

Annual Reviews

- Pupils with an Education, Health and Care Plan (EHCP) will have a formal Annual Review each year, in line with statutory requirements.
- If requested or necessary, school will host urgent reviews to review your child's education health care plan.
- If requested or deemed necessary, the school will arrange an urgent review of your child's Education, Health and Care Plan (EHCP) to ensure their needs continue to be met appropriately and in a timely manner.

Ongoing Communication

- If you have concerns at any time, we encourage you to speak directly to your child's class teacher or contact the SENCO for an appointment.
- Teachers or the SENCO will also reach out to you during the year if they have any concerns—this may be through a phone call, an email, or in-person conversation.

Communication Tools

- Teachers will use Teachers2Parents to communicate directly with parents for non-urgent communication
- Teachers and school staff may email or call parents to share urgent or non-urgent information.
- Teachers may speak to parents at the end of the school day.
- In certain situations—such as when a pupil is new to school or has experienced a particularly challenging time—regular face-to-face feedback may be offered for a short period to support transition and wellbeing.

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Teaching, Learning and Support

- At times, some pupils and their parents my benefit from a home school communication book.

Reports and Statutory Assessments

- All pupils receive an Annual Report in the summer term summarising their progress.
- You will also receive the results of any statutory assessments, such as the Early Years Foundation Stage (EYFS) baseline or end-of-key-stage 2 SATs, as appropriate.

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

Through our marking and feedback policy, we identify areas of progress and areas for development. Pupils are given time to read and respond to feedback, or to work with an adult to address any misunderstandings.

We actively encourage pupils to take part in all aspects of their learning and development. Their views are important and help shape the support they receive.

Pupil voice is gathered through:

- Attending meetings to discuss their progress and outcomes
- Discussing their views with a member of staff who can represent them during meetings.
- Completing a survey
- Using total communication methods, including speech, gesture, symbols, communication aids, or other non-verbal approaches to ensure their voice is fully heard.

These approaches ensure that your child can actively participate in decisions about their education in a way that best suits their individual communication needs.

All of our pupils are grouped into River Families, where children are actively encouraged to share their ideas, thoughts and opinions. We also have a School Council, made up of two representatives from each year group, alongside Safeguarding Ambassadors, with two pupils representing each year group. In addition, our Head Boy, Head Girl and Year 6 Prefects take on important leadership responsibilities across the school. Together, these roles provide pupils with opportunities to develop their leadership skills, contribute to school improvement and ensure that pupil voice is

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Teaching, Learning and Support

valued and heard.

As part of the Annual Review process (for pupils with an EHCP), pupils are encouraged to reflect on their year. Their thoughts are formally recorded, and they may be invited to attend part of the review meeting, where appropriate.

Listening to pupils and understanding how they learn best is often key to their progress and helps us tailor our teaching and support strategies effectively.

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 Head Teacher and SENCO regularly review the provision and effectiveness of SEND support across the school, making adaptations as necessary to meet pupils' evolving needs.

Support for pupils with SEND is carefully planned and tracked through a costed Provision Map and detailed provision/intervention plans.

The success of all intervention programmes is closely monitored to ensure they are both effective in meeting pupil needs and represent good value for money.

The SEN Governor maintains an overview of the school's SEND provision by meeting regularly with the SENCO to review progress and provision.

The SENCO reports regularly to the Governing body.

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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?

We follow the schools **safeguarding policy** to ensure the safety and welfare of all pupils at all times.

We aim to include all pupils in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and need extra support at different times of the day. To ensure they stay safe and to support their well being, we may, at playtimes, provide an alternative quiet space or at lunch time provide a quieter place than the hall to eat their dinner.

Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom; this may include a personalised meet and greet session each day and a debrief at the end of the day.

We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip.

A trained first aider is always part of the staff team on all off-site activities to respond promptly to any medical needs.

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

Our school is a nurturing, inclusive environment where all staff contribute to the pastoral care system. This is overseen by the Head Teacher, Nicola Casey, and the SENCO, Natalie Zatrakova.

We recognise that pupils with SEND may face additional challenges that affect their overall wellbeing and may require extra pastoral support. Following discussions with the pupil, we may assign a key person to provide an additional point of contact and support. We also offer social skills groups and peer mentoring opportunities tailored to individual needs.

Developing friendships can sometimes be difficult, so we provide a range of personalised social skills activities designed to support pupils in building positive relationships.

We have a zero-tolerance approach to bullying and strictly follow the procedures set out in our school's **Behaviour and Relationships Policy** to ensure a safe and respectful environment for all pupils.

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

The school's **Administration of Medicine Policy** is available on our website.

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Keeping Students Safe and Supporting Their Wellbeing

If a pupil requires medication prescribed by a doctor to be administered during the school day, parents must complete a **medication request form** at Reception, which is checked by admin. This form is also available on the school website.

We work closely with Health to support pupils who need to take medication over an extended period. In these cases, an Individual Health Care Plan is developed in consultation with the school nurse, parents, and staff.

Staff receive training on the administration of EpiPens, and additional training sessions are arranged as needed to meet specific pupil requirements. We regularly update staff on any medical changes relating to pupils to ensure appropriate support.

All staff have received up to date anaphylaxis training.

For pupils requiring personal care, a Personal Care Plan is developed collaboratively with parents and medical professionals, such as the continence service. Wherever possible, the pupil's views are also considered.

Personal hygiene plans are reviewed regularly to respect each pupil's privacy and dignity**.**

Parents are asked to inform the school of any medical appointments, and absences for these will be recorded as 'medical.' A short request form is available from the school office for this purpose.

All staff are trained first aiders who receive regular refresher training. A trained first aider is always present during off-site activities to provide immediate medical support if needed.

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

Our school ethos is to nurture and support all pupils to thrive both academically and personally.

- We offer a strong PSHE (Personal, Social, Health and Economic) curriculum as part of our universal provision, supporting pupils' wellbeing and personal development.
- The class teacher holds overall responsibility for all pupils in their class. For pupils with special needs, additional support may be provided by a key person or mentor to offer personalised guidance and care.

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Keeping Students Safe and Supporting Their Wellbeing

We seek advice and support from outside agencies when appropriate to ensure we meet the individual needs of pupils effectively.

Where needed, we arrange targeted support such as social skills groups, reflection time, meet and greet sessions, personalised learning plans, or a buddy system to foster a positive learning environment.

We have two trained ELSAs (Emotional Literacy Support Assistant) to support pupils' emotional wellbeing.

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

We take a positive and proactive approach to supporting and promoting good behaviour through our established school behaviour system.

Our full **Behaviour and Relationships Policy** is available to view on the school website.

We recognise that challenging behaviour is not in itself a special educational need, but we understand that some pupils with SEND may require additional support and tailored understanding around their behaviour.

Parents are actively involved in identifying concerns and developing strategies. We may work in collaboration with parents to write a RAMP (Risk Assessment Management Plan) to support the child and adults who work with him/her.

In cases where there is a risk of exclusion, parents are fully involved at every stage of the process, and advice and support will be sought from relevant outside agencies to best support the pupil.

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Working Together & Roles

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

The role of the class teacher is:

- Deliver quality first teaching that meets the needs of all pupils.
- Monitor and check pupil progress throughout the year.
- Serve as the first point of contact for parents regarding their child's learning and wellbeing.
- Hold overall responsibility for pupils' learning and day-to-day wellbeing within the classroom.
- Ensure the school's SEND policy is implemented effectively in their teaching practice.
- Listen to and act upon specialist advice, adapting teaching and learning accordingly.
- Collaborate with additional adults or key persons to plan and implement extra support or interventions.
- Consult with the SENCO about any additional or extra help that a pupil may require.

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

SENCO: Mrs Natalie Zatrakova

Natalie Zatrakova leads our Special Educational Needs provision across the school. She oversees the application and implementation of Education, Health and Care Plans (EHCPs) and SEN Support Plans. Mrs Zatrakova works strategically with all stakeholders - including parents, carers, pupils, teachers, teaching assistants, middle and senior leaders, and governors - to ensure an inclusive, high-quality education for every child.

Mrs Zatrakova has 2 years experience in this role and has been a qualified teacher for 10 years, two of which were in a Specialist setting for children with Autism and complex behaviour.

Mrs Zatrakova holds the National Professional Qualification in Special Educational Needs.

Mrs Zatrakova is allocated 2 days a week to manage SEN provision.

Teaching Assistants (TAs)

We have a team of 14 TAs, including 1 higher-level teaching assistant and two Emotional Literacy Support Assistants (ELSA)

Our teaching assistants are trained and supported to deliver interventions such as Lego Therapy, SALT, Precision Teaching and have all attended training on attachment and co-regulation.

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Working Together & Roles

External Agencies and Specialist Support

To ensure our pupils receive the best possible support, we collaborate with a range of external agencies and specialists when needed. These partnerships help us meet the diverse needs of pupils with SEN and provide additional support to their families. Agencies we work with include:

- Inclusion Advisory Support Teacher (ISAT)
- Speech and language therapists
- Educational psychologists
- Cheshire East Autism Team
- Occupational therapists
- Sensory and Processing Occupational Therapy Support Service (SPOTSS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

Working closely with these professionals ensures that our approach is well-rounded and tailored to each pupil's individual needs.

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?

The SENCO plays a pivotal role in ensuring that each pupil's Education, Health and Care (EHC) Plan is effectively shared and implemented within the school. This includes:

The SENCO disseminates the EHC Plan to all relevant staff members who work with the pupil, ensuring everyone understands the pupil's specific

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Working Together & Roles

needs, desired outcomes, and the support required. This collaborative approach helps embed the plan into daily teaching and learning practices.

The SENCO works closely with teaching staff, teaching assistants, and other key personnel to develop detailed, practical strategies to achieve the outcomes set out in the EHC Plan. This may include adapting lesson plans, modifying learning environments, or implementing specialist interventions.

Staff are kept regularly informed of any significant changes to the pupil's provision through both formal channels—such as staff meetings and updates—and informal discussions, ensuring consistent understanding and approach. This open communication helps staff respond promptly to emerging needs.

When additional expertise is required, the SENCO liaises with external professionals such as speech and language therapists, occupational therapists, educational psychologists, or other specialists. These agencies provide targeted advice and recommendations, which the school integrates into the pupil's support plan.

Every pupil with an EHC Plan is supported by a personalised plan. This document highlights the pupil's unique needs, strengths, interests, and preferred learning styles. It serves as a practical tool for staff to quickly understand and respond to the pupil's individual requirements and to foster a more inclusive and supportive learning environment.

The SENCO ensures that the EHC Plan and associated strategies are regularly reviewed in consultation with staff, parents, and the pupil, allowing for timely adjustments to support changing needs or circumstances.

This comprehensive and collaborative approach ensures that pupils with EHC Plans receive tailored, consistent support that maximises their progress and well-being within the school.

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

Natalie Zatrakova leads our Special Educational Needs (SEN) provision across the school. In her role, she oversees the application and implementation of Education, Health and Care Plans (EHCPs) and SEN Support Plans paperwork. Her responsibilities involve working strategically with all stakeholders in the school, including parents, carers, children, teachers, teaching assistants, middle leaders, senior leaders, and governors, to ensure an inclusive and high-quality education for all pupils, regardless of their needs.
Mrs. Zatrakova has 2 year experience in this role and has been a qualified teacher for 10 years, two of which were in a Specialist setting for children with Autism and complex behaviour

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Working Together & Roles

Mrs Zatrakova hold the National Professional Qualification in Special Educational Needs.

She is allocated 2 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 14 TAs, including 1 higher-level teaching assistant and 2 Emotional Literacy Support Assistants (ELSA)

Our teaching assistants are trained and supported to deliver interventions such as Lego Therapy, SALT, Precision Teaching and have all attended training on attachment and co-regulation.

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

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Inclusion Support Advisory teacher (ISAT)
- Speech and language therapists
- Educational psychologists
- Cheshire East Autism Team
- Occupational therapists
- Sensory and Processing Occupational Therapy Support Service (SPOTSS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

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Working Together & Roles

- Social services and other local authority (LA)-provided support services

Voluntary sector organisations

Who would be my first point of contact if I want to discuss something?

If you have concerns that your child may have Special Educational Needs or Disabilities (SEND), the first person to speak to is your child's class teacher. You can contact them via the office email (admin@peartree.cheshire.sch.uk) Your message will be passed on to our SENCO, Natalie Zatrakova, who will follow up with you directly.

We will arrange a meeting with you to:

- Discuss your concerns in more detail
- Gain a better understanding of your child's strengths and areas of difficulty
- Agree on the outcomes we want to work towards for your child
- Decide on appropriate next steps

A summary of the discussion will be recorded and added to your child's file, and you will receive a copy for your records.

If it is agreed that your child would benefit from SEND support, they will be added to the school's SEND register, and support will be tailored to meet their individual needs.

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

Mrs Natalie Zatrakova is the school SENCo you can contact her directly via email senco@peartreeprimary.co.uk

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

Our SEN Governor, Dr Julie Angus, works closely with the SENCo to oversee the strategic planning, implementation, and impact of the school's SEND strategy and action plan. She meets with the SENCo once each term to review the provision and management of SEND across the school, providing professional challenge and support to ensure we are meeting the needs of all pupils effectively.

Key updates and reports are shared with the wider Governing Body during Full Governing Board (FGB) meetings, where further professional dialogue and discussion are encouraged. When asked, Natalie Zatrakova attends all FGB meetings, contributing to the ongoing oversight and development of our SEND provision.

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

The level of involvement will depend on your child's age, communication skills, and level of competence. We recognise that every child is unique, so

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Working Together & Roles

decisions about their participation will be made on a case-by-case basis, in consultation with you.

We may seek your child's views using a range of approaches, including:

- Attending meetings to discuss their progress and outcomes
- Discussing their views with a member of staff who can represent them during meetings.
- Completing a survey
- Using total communication methods, including speech, gesture, symbols, communication aids, or other non-verbal approaches to ensure their voice is fully heard.

These approaches ensure that your child can actively participate in decisions about their education in a way that best suits their individual communication needs.

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

We encourage parents to take an active role in their child's education and to become involved in school life. Parents are warmly welcomed into school to support a range of events and activities, including:

- School trips
- Celebration events
- Mystery Reader sessions
- Supporting reading in school (subject to a DBS check)
- Volunteering with Parent Teacher Association
- Becoming a Parent Governor (via election)
- Applying for a Community Governor role (via election or through a skills audit)

Parental involvement not only strengthens the school community but also enriches the learning experience for all pupils.

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

We understand that, as a parent of a child with Special Educational Needs and Disabilities (SEND), the amount of paperwork can sometimes feel overwhelming. Our school's SEN team, led by the SENCO, is here to support you. This support may include helping you complete forms or directing you to external agencies that can offer further assistance.

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Working Together & Roles

The school will signpost to organisations, such as Cheshire East Information, Advice and Support and will signpost to the LA Local offer for information and guidance. The Cheshire East Local Offer is available at: **www.cheshireeast.gov.uk/localoffer**.

If any of our pupils are entitled to transport to school we would liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.

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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, we are committed to ensuring that all pupils—regardless of their individual needs—have access to enrichment opportunities such as after-school clubs, school trips, residential visits, and more.

We work creatively and flexibly to make the necessary adaptations that enable pupils with SEND to take part fully. Examples of this may include:

- Booking accessible accommodation for residential trips
- Adjusting adult-to-pupil ratios to support specific medical or care needs

We offer a variety of out-of-school clubs and activities, which change throughout the year. Full details can be found on our school website. These activities are open to all pupils. For children with particularly high levels of need, where a standard activity may not be suitable, we will work closely with families to explore appropriate alternatives—such as a day trip in place of an overnight residential.

In addition, we provide on-site before and after school care, which is also inclusive and accessible to all pupils.

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) 2 disabled toilets.

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

Details (if required) Parents are able to use the local pub carpark during pick up and drop offs. For disabled pupils, we have disabled parking spaces available in our school car park.

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Inclusion & Accessibility

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

Details (if required) Not applicable

Our **Accessibility Plan** is available on the school website and outlines how we continue to improve access for all members of our school community.

For families whose first language is not English, we communicate key information through our weekly newsletter and arrange for an interpreter when needed to support clear understanding.

The school maintains regular communication with parents and carers via text messages, emails, newsletters, and phone calls, ensuring timely updates and engagement.

We also use a range of specialist IT software and apps to support learning and accessibility for all pupils, including those with additional needs.

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Transition

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

For information about joining our school, please contact the main school office at admin@peartree.cheshire.sch.uk. A member of our team will be happy to discuss the admissions process with you. You can also visit the Cheshire East Council website for general information on school admissions.
We fully comply with the Equality Act 2010 and the School Admissions Code 2021**,** ensuring fair access for all pupils, including those with disabilities. Where the school is oversubscribed, places are allocated according to our published oversubscription criteria. For children with disabilities, we are committed to making reasonable adjustments and providing appropriate support—such as auxiliary aids or services—to ensure they are not placed at a substantial disadvantage compared to their peers.

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

To arrange a visit and tour of our school, we encourage parents to contact the school office by calling **01270 906120** or emailing **admin@peartree.cheshire.sch.uk**

A member of our team will be happy to arrange a tour at a mutually convenient time with a senior leader from the school.

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 understand that transition can be a challenging time for both children and their families. We are committed to working closely with you to ensure a smooth and positive start to your child's journey at our school.

For children joining in Reception:

When we know your child will be starting in Reception, we will:

- Invite you to visit the school, including transition sessions, stay and play sessions and parent information meetings.
- Visit your child's current setting and, where appropriate, arrange additional visits with key workers
- Meet with you and any professionals involved to plan and prepare for your child's transition
- Discuss your child's strengths and needs, and plan collaboratively how best to support them
- Work in partnership with parents and external agencies to ensure your child's needs are identified and met throughout the transition process

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Transition

For children joining in other year groups:

When a child joins us outside of the Reception intake, we will:

- Arrange a visit for you and your child, including full-day visits to meet the class teacher and peers
- Meet with you and any professionals who can support the transition
- Discuss your child's needs and plan collaboratively how best to support them
- Work closely with parents and any involved agencies to ensure a smooth and supported transition into our school

Supporting Transition to a New School

We are committed to ensuring a smooth and successful transition when your child leaves our school, whether they are moving to high school or transferring to another primary school.

When your child is moving on to high school:

- Wherever possible, the high school SENCO will be invited to attend your child's Year 6 Annual Review.
- Additional transition visits may be arranged in consultation with you, your child, and both schools.
- We will meet with you and any professionals involved to plan and support your child's move.
- We will work together to understand your child's needs and plan the necessary support to ensure a successful transition.
- We will work in partnership with parents and agencies to share relevant information and ensure your child's needs continue to be met during the move.
- All records relating to your child will be transferred to the new school as soon as possible.

If your child is transferring to another primary school:

- We will make every effort to contact the new school's SENCO and share details of the support your child has received.
- All records will be transferred to the receiving school as promptly as possible.

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Additional Information

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.
To see what support is available to you locally, have a look at Cheshire East's local offer. Cheshire East publishes information about the local offer on their website: website linked
Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:
http://www.ceias.cheshireeast.gov.uk/home.aspx ceias@cheshireeast.gov.uk
Local charities that offer information and support to families of children with SEN are:
Cheshire buddies – short breaks for parents and carers in Cheshire https://cheshirebuddies.co.uk/
Ruby's Fund – Support and activities for children with SEND https://www.rubysfund.co.uk/
CAFT – Children's adventure Farm Trust https://caft.co.uk/
Autism Inclusive – drop-in sessions and coffee mornings for parents and activities for children https://www.aicrewe.org.uk/
ChAPS (Cheshire Autism Practical Support) Parenting support, workshops https://www.cheshireautism.org.uk/
Space for Autism – drop-in sessions open space for families with children who have ASC – coffee mornings with professionals
https://www.space4autism.com/
Contact - https://contact.org.uk/help-for-families/information-advice-services/our-helpline/
National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

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

This school report was updated September 2026.

This school report will be reviewed September 2027.

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

From 1st September 2014, the Cheshire East Local Offer can be found at **www.cheshireeast.gov.uk/localoffer**

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Additional Information

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

Pear Tree Primary School has an 'Open Door Policy', and parents are welcome to speak to staff at a mutually agreed time, either face to face or by telephone.

We maintain regular communication with families in a variety of ways.

Regular newsletters are sent out to parents/carers.

Teachers2parents is used by staff to share messages and updates about your child's day.

Parents' evenings are held twice a year.

Star Days are held three times a year.

An annual written report outlining your child's progress and achievements.

Opportunities to attend class assemblies and performances to celebrate your child's learning.

Who to Contact
If you have concerns or questions about your child, your first point of contact is always the class teacher.
If your concern requires further discussion:

1. Contact our SENCO, Mrs Natalie Zatrakova to arrange a meeting.
2. If you feel the issue remains unresolved, you may request an appointment with the Headteacher, Mrs Nicola Casey.
3. Should concerns persist, you may escalate the matter by following the school's **complaints procedure**

For more detailed information on formal complaint procedures relating to SEND, please refer to pages 246–247 of the SEND Code of Practice.
Disability Discrimination Claims
If you believe the school has discriminated against your child due to their Special Educational Needs or Disability, you have the right to make a claim to the First tier SEND Tribunal. You can find detailed guidance on how to do this here:
Complain about a school: disability discrimination
You can make a discrimination claim related to:

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Additional Information

- Admissions
- Exclusions
- The provision of education and associated services
- The failure to make reasonable adjustments (including the provision of auxiliary aids or services)