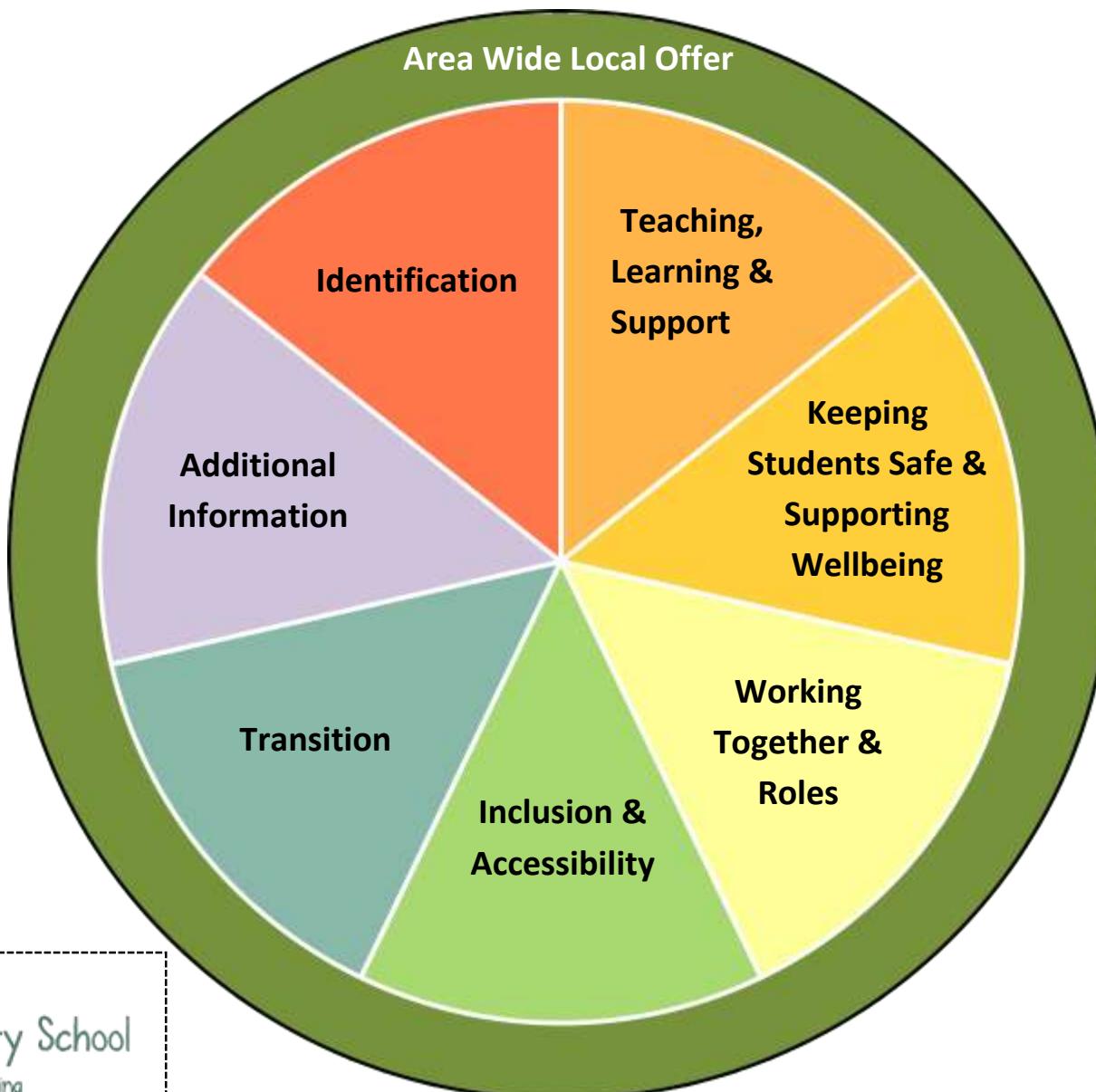


Our Local Offer for Special Educational Needs and/or Disability

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



Rainbow Primary School
Caring, Learning, Achieving



Our Local Offer for Special Educational Needs and/or Disability

Click here to return to the front page					
Name of Setting					
Type of Setting (tick all that apply)	<input type="checkbox"/> Mainstream Early Years <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Independent/Non-Maintained/Private	<input type="checkbox"/> Resourced Provision <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Academy	<input type="checkbox"/> Special <input type="checkbox"/> Secondary <input type="checkbox"/> Free School <input type="checkbox"/> Other (Please Specify) <input type="text"/>	<input type="checkbox"/> Post-16	<input type="checkbox"/> Post-18
Specific Age range	Maintained Primary 4-11				
Number of places	Mainstream Places (PAN) 28 per year.				
Which types of special educational need do you cater for? (IRR)	<p>We are an inclusive mainstream setting catering for</p> <ul style="list-style-type: none"><input type="checkbox"/> children and young people with a wide range of needs<input type="checkbox"/> who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.				

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

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



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)

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents or school staff working directly with the child. **If children are not making progress or are observed to be struggling with social communication and not meeting milestones, we monitor this and discuss the child with the teaching staff working with that child.** In addition, currently the SENDCO teaches part-time in the Reception class so concerns are often picked up very early. Early identification is paramount and therefore staff working in school monitor the children's progress carefully on a termly basis, and this is overseen by staff on the Senior Leadership Team and the SENDCO. Concerns are initially raised with the school SENDCO, who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. Depending on the level of the child's needs, a decision might be made to offer class-based support approaches, for example, advice might be offered to the class teacher in order to support differentiation for the pupil. For pupils in addition to the class-based support, a package of out-of-class interventions might be offered. Those pupils with the highest level of need might be referred to other agencies for further advice and support.

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

If you have concerns about any aspect of your child's education, the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCO.

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

Our SEN Policy and School Information Report can be found on the SEN page of our school website. Other relevant policies can be found 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)**

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer.

Our priority is the provision of high-quality class teaching, which is differentiated to meet the needs of all our learners. Class-based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching, etc. We teach using principles from the EEF 'Five a Day Approach'.

The school has a wide range of intervention programmes available to support children, which go beyond class-based approaches.

For those with significant or complex needs, the school seeks the advice of specialists, for example, Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Mental Health professionals, dyslexia specialists, and autism specialists.

School staff will use the Graduated Approach to support children. This starts with Quality First Teaching for all children. If concerns arise and progress is limited, children may then be put on the 'First Concerns' register, and their progress will continue to be assessed and monitored.

Children who have significant additional needs will be placed on an SEN Support plan to record progress, outcomes and support. This will be reviewed regularly, at least 3 times a year.

Some children have complex needs where progress is still very limited, and with the agreement of parents, the school will consult with an Educational Psychologist or with the Cheshire East Autism Team (CEAT). Advice from these professionals will be put in place, and if progress is still limited and parents agree, the school SENDCO will request an assessment for an Education Health Care Plan by the Statutory Assessment Team at Cheshire East. If the child qualifies for an assessment, this process will take 20 weeks from the date of submission.

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

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating **or scaffolding** the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strength and weakness. For example, for pupils with autistic spectrum conditions, the class teacher might provide visual timetables, social stories, or set up social groups. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example, by revisiting objectives covered in previous year groups. We aim to encourage independence in all learners, and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example, the school SENDCO or the Specialist Teacher for Dyslexia. All additional provision for pupils with SEND is overseen by the school SENDCO, and monitoring of these pupils' progress takes place regularly throughout the year.

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

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional teaching assistant support in the classroom as well as physical resources such as computers or writing slopes. The SEND budget is the responsibility of the head teacher and governing body.



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Teaching, Learning and Support

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

When children's needs are initially identified, a discussion takes place between teachers, parents and pupils where appropriate. At this meeting, desired outcomes for the pupil will be discussed, and the provision or support the pupil needs to meet these outcomes will be agreed. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision-making process.

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

Depending on an individual pupil's needs, additional resources and equipment may be identified as part of the plan to address these needs. The school has a range of resources and equipment already that are available for the use of SEND pupils. Should new equipment or resources be required for an individual pupil's needs, then the school will assess procurement options, assess wider needs and then make procurement decisions on a case-by-case basis.

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)

Monitoring of progress takes place on a day-to-day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families may take place if appropriate, either through conversation at the end of the school day or through a home-school diary. Formal monitoring of progress takes place termly by the teachers and the Senior Leadership Team. Information about pupil progress is shared with parents at parent-teacher meetings twice a year and via the annual school report. For learners with SEND who are on SEN Support, personal provision plans will be discussed through additional meetings three times a year. Children on an EHCP will also have an annual review to which the local authority monitoring officers will be invited.

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

Teachers try to ensure that the opinions, thoughts and feelings of their pupils are an integral part of any plans made about their education. For some learners, this might mean that they are supported to attend meetings with professionals. Younger or less able children are allowed to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect a pupil's self-esteem and that it may not always be appropriate to highlight to the pupil the range of their difficulties.



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Teaching, Learning and Support

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 school's SENDCO, along with the Head Teacher, undertake regular monitoring of pupil progress. The success of intervention programmes in school is monitored carefully to ensure they provide high-quality outcomes.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount. If behaviour is likely to cause a safety concern, and where risks are identified, measures are taken to limit these, for example, supervision of a child at lunchtime and playtimes. For some pupils, a detailed risk assessment is undertaken, which is shared with parents and reviewed regularly by the class teacher and SENDCO.

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

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching, additional interventions can be offered to address specific issues as they arise.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult, strategies may be suggested. It is sometimes necessary for us to offer support to the peer group or class group of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates, e.g. Circle of Friends intervention, friendship terrace, etc. At other times, this takes a more general form, such as working with the class and celebrating diversity.

BULLYING

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators, which take into account the needs of all the pupils involved. See the school website for our Anti-bullying Policy and Procedure.

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

The guidelines for administering medicines, toileting, privacy and dignity, sharing of medical information, medical appointments and the training of staff in first aid is available under **Policies** on the school website.



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Keeping Students Safe and Supporting Their Wellbeing

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

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day-to-day basis. For pupils requiring further support, the class teacher and SENDCO, after discussion with parents, may employ additional interventions such as Circle of Friends or Nurture Groups. We have a senior teacher responsible for mental health and well-being. This teacher is also a mental health first aider. We also have an ELSA-trained TA. Children can be referred to the ELSA from [April 2026](#) by the teacher / SENDCO after discussions with the class teacher. Looked-after children are prioritised.

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

See school website for behaviour, exclusion and attendance policies.



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Working Together & Roles

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

The class teacher has the overall responsibility for pupils' learning and their day-to-day well-being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil.

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

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

The school SENDCO has responsibility for coordinating the provision for pupils with SEND. They might carry out assessments where required and usually host formal meetings such as SEN Support meetings and annual reviews for the EHCPs.

The Specialist Dyslexia Teacher might work individually with pupils or advise other staff (parental consent required for regular planned contact).

There are also some support staff (teaching assistants) working in the school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with significant complex needs, an additional adult might be assigned to work with the pupil on a 1:1 basis.

Occasionally, external agencies or specialists might be brought in to work with pupils.

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?

All class teachers and any staff involved with a pupil will be given a copy of EHCPs, SEN Support or Action for Inclusion plans, and there are regular opportunities to discuss the content of these at termly SEN meetings with parents, class teacher and SENDCO.

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

All school staff have a good awareness of SEND through regular staff meetings, etc. Regular meetings are held to enable staff to work with the SENDCO to develop their practice in relation to the specific needs of the pupils in their classes.

The school's SENDCO is a specialist dyslexia teacher and has been a SENDCO previously for more than 5 years. In addition, we broker the support of a Speech and Language specialist and Dyslexia expert to assess children and provide advice and/or intervention.

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

School works with a wide range of services, including CAMHS, SALT, OT, Educational Psychology, and CEAT. When appropriate, we can organise multi-agency meetings which can include social care or family support services to discuss a pupil's needs, e.g. an [Early Help Assessment](#), and we aim to ensure good communication with these groups. One SENDCO is also trained as a specially designated Safeguarding Lead and is trained to take the lead in the [Early Help](#)



Our Local Offer for Special Educational Needs and/or Disability

process.



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Working Together & Roles

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

The first point of contact should be your child's class teacher.

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

Nicola Daley is the SENDCO and can be contacted through the school office.

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEN governor and SENDCO take place to ensure that all pupils, including those who are looked after, make progress.

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

Teachers try to ensure that the opinions, thoughts and feelings of their pupils are an integral part of any plans made about their education. For some learners, this might mean that they are supported to attend meetings with professionals. Younger or less able children are allowed to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect a pupil's self-esteem and that it may not always be appropriate to highlight to the pupil the range of their difficulties. There is a school council made up of pupils who meet regularly and share the views of their peers.

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

Parents are encouraged to take an active role in the setting. Many parents volunteer in school, e.g. as class helpers or to accompany on trips. There are opportunities to join the 'Friends of Rainow School', who organise events and fundraises on behalf of the school. Parent governors sit on the governing body, and when their term of office expires, details of how to stand are advertised in the school newsletter.

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

The SEN Team in school lead by the SENDCO, provides support to parents as required. This might be completing forms with parents or signposting them to agencies that can help further.



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Inclusion & Accessibility

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

As an inclusive school setting, we seek to ensure that all pupils, regardless of need, can attend enrichment opportunities such as after-school clubs, school trips, etc. For those pupils whose very high levels of need mean that the standard of out-of-school activities on offer are inappropriate, we seek to liaise with families about suitable alternatives (for example, a day trip in place of an overnight residential).

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required) **The school is all on ground level apart from a resources room and the staff room. There are some stairs within school on the ground floor level, but all classrooms are accessible from outside doors without the need to use the stairs.**

Are disabled changing and toilet facilities available?

Details (if required) **A disabled changing and toilet facility is available.**

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

Details (if required) **There is a parking area close to the school which can be used for taxi pick up and drop offs.**

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 are accessible to all. For those who find it difficult to access written documents we communicate in person, by phone or text.



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Transition

Who should I contact about my child/young person joining your school? (IRR)

For entry information, please contact the school office (admin@rainowpri.cheshire.sch.uk), who will discuss the admissions process with you.

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

We offer a range of transition visits for new pupils. However, we encourage the families of pupils with SEND to arrange a separate visit with the school so that information which specifically relates to your child's requirements can be shared. Please contact the school office to arrange this.

How will you prepare and support my child or young person to join your school, and how will you support them to move on to the next stage? (IRR)

ENTRY

Before entry to our school, it is usual for families of pupils with SEND to visit for a tour of the school. If appropriate, a meeting can be held with the school's SENDCO to discuss the pupil's needs. Information from this meeting will be shared with the class teacher. The school is able to call on a range of outside agencies for advice to support an Action for Inclusion Plan if required.

TRANSITION TO NEW SETTINGS

Wherever possible, we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils, this takes the form of additional visits to the new setting. We work closely with families currently to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings.



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)

In the first instance contact will be made through the school office who would direct a parent to the appropriate person for advice.

Parent partnership can be accessed by following this link: (https://www.cheshireeast.gov.uk/school/parents/parent_partnership.aspx).

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

Reviewed: Aut 2025

Next review: Aut 2026

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

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

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

As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher. Then if they are unable to help other members of staff such as the SENDCO or the head teacher may become involved. However, if after discussing your concerns, you remain unhappy with any aspects of the school's performance, our complaints procedure is available on the school website or from the school office.