

Our Local Offer for Special Educational Needs and/or Disability

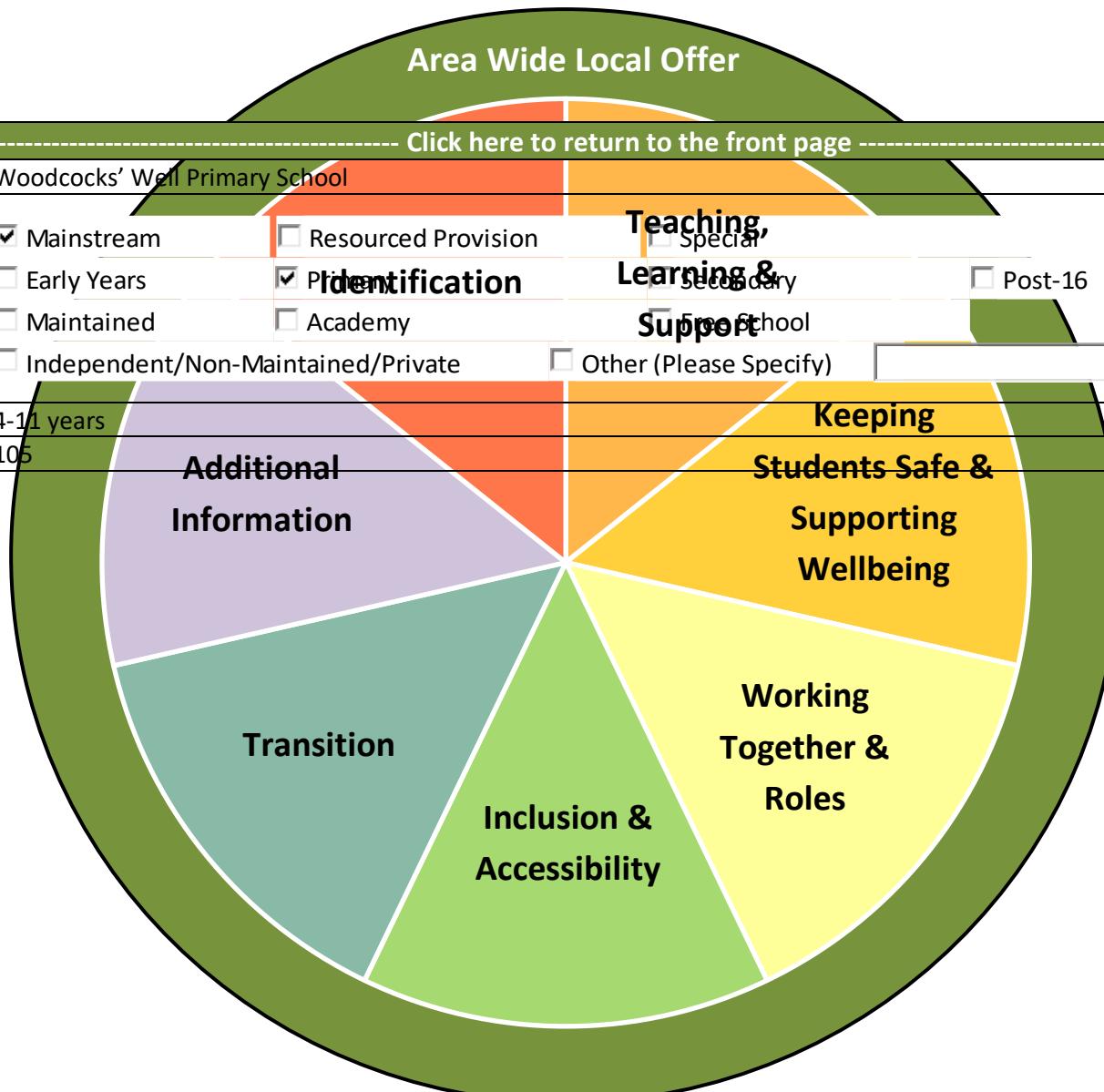
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Area Wide Local Offer

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Woodcocks' Well Primary School

Type of Setting (tick all that apply)	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Early Years <input 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"/> FE School	<input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18
Specific Age range	4-11 years			
Number of places	105			





Our Local Offer for Special Educational Needs and/or Disability



Which types of special educational need do you cater for?

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).



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

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Identification

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

Within our school, there is a wealth of experience in our team and this ensures early identification occurs quickly. Teachers will refer to the SEN team for further advice, specialist assessment etc.

This early identification can also come from a number of sources these being: -

- Concerns raised by parents or carers, teachers, teaching assistants or the pupil's previous school.
- There may be a lack progress so a child may be identified as performing below age related expectations.
- A pupil asks for help.
- There is a change in the pupil's behaviour or low self-esteem that is affecting performance.
- We notice a significant change in the pupil's SEMH.
- Liaison with external agencies or a health diagnosis through a paediatrician.

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

We realise that parents are partners in the learning journey and have a wealth of knowledge to share with us. We welcome both informal and formal discussions about your child and from this growing picture, we can work together in partnership to identify if your child needs extra help in any of the four broad areas of need as identified the Cheshire East SEND Toolkit.

It is with this close working relationship that both you and we as a school will be able to identify support that may be needed throughout your child's school life. If you have concerns then please contact your child's teacher. After this discussion, you may be contacted by a member of our SEN team.

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

Please visit <http://www.woodcockswell.cheshire.sch.uk/>

The website provides you with all relevant school policies and documents relating to provision offered to our pupils.



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Teaching, Learning and Support

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

Within our school, we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning considers individual student's needs, relevant ordinarily available inclusive provision strategies that can be employed and any personalised learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support. Parents are involved in this process through regular reviews and meetings.

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

As an inclusive school, we all work within the curriculum and specific learning environments and ensure it is pitched at an appropriate level so that all children are able to access it according to their specific needs. On occasions this can be individually adapted to consider personalised learning. Alternatively, all pupils may be doing the same work but with different strategies implemented to allow them to access it. The benefit of these ways of working is that all children can access the lesson and learn at their level.

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

As an inclusive school, we ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. The budget is allocated on a need's basis. The children who have the most complex needs are given the most support which may involve individual support from specialised equipment to additional adult 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)**

The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school including. The SENCo and Operational SENCo discuss all the information they have about SEN in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- all resources/training and support are reviewed regularly and changes made as needed.

Parents and carers are involved in this process through regular meetings and through contributing to their child's support plans and provision maps.



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Teaching, Learning and Support

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

As an inclusive school, our facilities are evaluated in relation to the needs of children and young people with SEND. Should it be necessary to have specific equipment to meet the needs these are generally met from the school's budget e.g. writing slopes, sensory resources, dyslexia resources etc. Should this be not possible, there are a number of outside agencies who can be contacted to provide specific equipment on a loan basis i.e. a Braille machine. Partnership with other schools also provides an opportunity to share resources for specific SEND needs.

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 continually monitored by his/her class teacher. His/her progress is reviewed formally every term linked to the National Curriculum statements and in relation to attendance, engagement in learning and behaviour.

Currently at the end of Reception and End of Key Stage 2 all children are required to be formally assessed. In Reception this is completed using the Early Years' Foundation Stage Profile. In Year 6 this is done using Standard Assessment Tests (SATS). In Year 1 children complete the Statutory Phonics assessment and in Year 4 children complete the statutory Multiplication Tables Check. This is something the government requires all schools to do and this leads to results which are published nationally.

The progress of children with an Educational Health Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCo will also check that your child is making good progress within any individual learning and in any group that they take part in. A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Additional meetings as required
- Termly SEN review meetings for all pupils with a SEN support plan or EHCP
- Annual Reviews
- End of Year Reports.

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

We as a school value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Ethos Group or Safeguarding and Wellbeing council, which has an open forum for any issues or viewpoints to be raised. Pupil voice is also carried out and allows pupils another avenue to share anything they feel is relevant.



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Teaching, Learning and Support

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)

As a school, we have an annual cycle of how we assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through forums, online surveys, questionnaires, formal and informal discussions. We also employ the services of external School Improvement Partner and Consultants who work with us to evaluate and develop plans for improvements. We constantly strive to improve our performance.

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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?

All children are included in all parts of the school curriculum and we aim for all children to be included on school educational visits. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Educational Psychologist Support Team. Our pastoral lead, Mrs Mckie, is our Emotional Literacy Support Assistant (ELSA) and Senior Mental Health Lead and she delivers emotional support and intervention for identified children.

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

The school has a policy regarding the administration and managing of medicines on the school site (available on request). Parents need to contact the class teacher or admin if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis, the Admin Staff generally oversee the administration of any medicines. As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.



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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)

We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services

Children that are struggling significantly with their emotional well-being may be referred, in consultation with parents, for Play Therapy.

Our pastoral lead, Mrs Mckie, is our Emotional Literacy Support Assistant (ELSA) & Senior Mental Health Lead and she delivers emotional support and intervention for identified children.

RSHE lessons support all children in a range of areas, such as digital literacy and safeguarding, relationship and sex education and understanding discrimination.

Extreme difficulties with social and emotional development may be discussed at consultation with an Educational Psychologist, who can offer advice and resources and help to formulate an action plan to be implemented at school/home. Children have a plan which outlines specific strategies and support for their individual needs

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

As a school, we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. We follow a policy of restorative behaviour and emotion coaching and help children to understand the causes and consequences of their behaviour.

Behaviour is understood to be a form of communication and we work with parents to identify the underlying causes of this. Where necessary and appropriate, behavioural needs may be supported by a SEN support plan, well-being plan or sensory need plan.

Risk assessments for individual children are in place, as necessary.

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Headteacher.



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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:

- Ensuring that all children have access to Ordinarily Available Inclusive Practice and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

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

Our SEND Co-ordinator / Operational SENDCo may have a role which is seen as: -

- Coordinating all the support for children with special educational needs (SEN) and/ or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how they are progressing
- fully involved in planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.



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Working Together & Roles

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.

The class teacher and SENDCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities. A child may receive support from a number of adults and a conversation with the class teacher or SENDCo will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback. For children who are travelling on Local Authority transport, this dialogue may be made through a daily contact book, which gives information on your child's learning during the day and advice for strategies and activities you may want to use.

Our Headteacher is responsible for:

- The day to day management of all aspects of the school; - this includes the support for children with SEN and/or disabilities. They will give responsibility to class/subject teachers but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our named Governor is responsible for: M Lawless

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

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?

Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. At these meetings we take minutes and all parties are sent copies of the minutes for their files. Should it be necessary an Early Help Assessment (EHA) may be suggested to support the understanding and sharing of information about individual children.

The SEND team also shares any relevant professional advice with the Class Teachers and supports them to complete School Focus Plans (SSP) or First Concerns profiles (FC).



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Working Together & Roles

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

We regularly invest time and money in training our staff to improve provision for all students, to develop enhanced skills and knowledge to deliver short term support interventions. Our Special Educational Needs/Disability Co-ordinator (SENDCO) is a qualified and experienced teacher. All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, challenging behaviour, speech and language needs and SEMH needs

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

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists

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

If you have any concerns, we recommend you speak to your child's class teacher initially, and at the earliest opportunity. If after your discussion you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to the SEND co-ordinator/Headteacher. If you are still not happy, you can speak to the school SEND Governor.

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

SENDCO: Mrs Stephanie Beckett

Email address: head@woodcockswell.cheshire.sch.uk

School telephone number: 01782 512323

If after discussion with your child's class teacher you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to the SEND co-ordinator by making an appointment with the school office.



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Working Together & Roles

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

A named Governor is responsible for SEND and meets regularly with our SENDCo. Reports to the Full Governing Body are given every term to inform that about the progress of children with SEND. The Governors approve the budget for spending with the overall aim that all children receive the support they need in order to make progress. The governor (2024/25) with responsibility for SEND is Mrs M Lawless.

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

We are a school where we value and celebrate each child being able to express their views on all aspects of school life. Through our Ethos Council / Safeguarding and Wellbeing Council we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. We also have display boards in school and children are regularly reminded of the adult support available in school.

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

Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parents are encouraged to become Governors through a democratic process and we regularly promote questionnaires gaining parents views and our open-door policy.

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

Our school staff are proficient in knowing all the necessary organisations that support and advise parents and support with any forms and procedures that are needed to access support that is available for families with any requirements. This may also include linking into support with travel plans when necessary. Parents and Carers are also advised to contact the Cheshire East Information, Advice and Support Team (CEIAS) if they require further support regarding a child with SEND. Their website is accessed on the following link: <http://www.ceias.cheshireeast.gov.uk/home.aspx>



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Inclusion & Accessibility

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

We have a chair lift for the internal and external stairs

Are disabled changing and toilet facilities available?

Details (if required)

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

Details (if required)

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

Details (if required)

NA



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Transition

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

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Headteacher, who will willingly discuss how the school could meet your child's needs. Cheshire East admission arrangements are clearly explained on their website <https://www.cheshireeast.gov.uk/schools/admissions/admissions.aspx>

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

We welcome visits to school at any time. Please contact the school Admin office to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs.

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 recognise that 'moving on' can be difficult for a child with SEN and/or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:

We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:

Information will be passed on to the new class teacher and in all cases, a planning meeting will take place with the new teacher.

If your child would benefit from extra resources such as books, social stories to support them understand moving on, then it will be made for them. We also offer bespoke transition sessions with our ELSA and Nurture Lead.

- Transfer to Secondary School

The SEN department will discuss relevant needs when the Secondary School's Transition Team

Arrange visits to the school at parental request over and above the standard transition days



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Additional Information

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

Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service (CEAT)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Occupational Therapy / School Nurse
- Family Support Workers / CAMHS
- Voluntary agencies
- Cheshire East Information, Advice and Support Team (CEIAS)

The Cheshire East Live Well website provides a full list of details for services which are available in the area:

<https://www.cheshireeast.gov.uk/livewell/livewell.aspx>

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

As a school we annually update the information provided on this form and our review date is yearly in the Autumn Term. This was completed Autumn 2026.

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

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

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child, you should in the first instance approach the class teacher. If this does not solve the complaint, then a parent should then speak to the Headteacher/SENDCo who will discuss and advise the next steps. Should a complaint be made as a school, we have a complaints policy, which can be obtained on the school policy webpage or on paper through the Admin office. A parent may wish to seek advice at this time from the Cheshire East Information, Advice and Support Team (CEIAS)

However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available. As a last resort, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made



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Additional Information

by Local Education Authorities in England. In line with the SEND Code of Practice, parents who wish to make an appeal to the Tribunal may do so only after they have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.