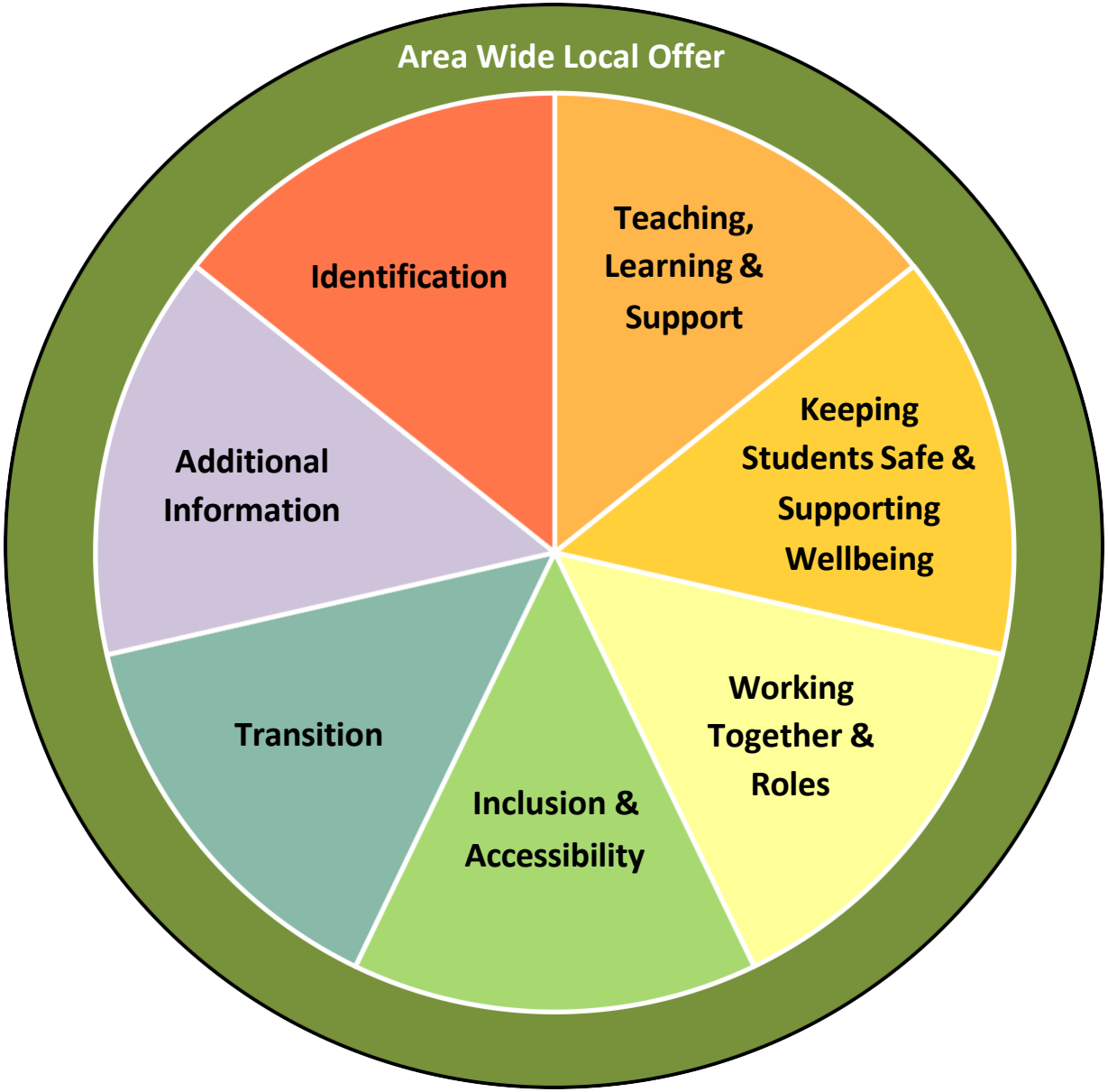
Our Local Offer for Special Educational Needs and/or Disability

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

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

Pott Shrigley Church School



Cheshire East Council

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Name of Setting	Pott Shrigley Church of England 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) Church of England School
Specific Age range	4-11
Number of places	Pott Shrigley has 42 places
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).

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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)*

Identification occurs in a variety of ways:

- Early identification is essential, to enable the right support to be available as early as possible.
- Parent's/Carers (The term parent will be used to mean the primary carer(s) and family) can raise a concern about their child/pupil or it could be raised by the staff at school.
- Pupil's progress is limited, in comparison with their peer group, identified through analysis of tracking data, following reviews in termly pupil progress meeting involving headteacher, SENCO and all teaching staff.
- As a small staff team we discuss pupils regularly and how to support them, with SEN training forming part of our professional development.
- There is a change in your pupil's progress, behaviour or emotional well-being.
- Through liaison with your pupil's previous school or pre-school provision.
- Via liaison with external agencies, such as health professionals and early help teams.
- Your child's profile has recognised characteristics of specific forms of SEND.

Following identification of a concern the following steps occur:

- Child's progress will be carefully monitored by the staff working with the child.
- Pupil, parent, SENCO and staff involved with the pupil will participate in the discussion which focuses on the desired outcomes for the pupil and looks at what provision might be necessary, to enable the pupil, to reach those outcomes.
- As we work in a small school, this will usually be class based, with work tailored to individual needs through relevant intervention packages, unless a little time is required out of the classroom on an intervention.
- School support plans, would be completed at an appropriate time with parent, pupil, SENCO and class teacher involved.
- Pupil's with a high level of need may be referred to appropriate agencies for advice and support.

The level of support depends on your child's needs:

- Quality first teaching and small mixed aged classes mean that all the pupils at Pott Shrigley School receive a lot of individualised attention, targeted at appropriate levels.
- Initially class-based support may be offered e.g. use of specific strategies to improve progress or manage behaviour.
- Quality First Teaching enables effective integration in the classroom.
- We include the children in lessons through delivering individualised target driven learning.
- Pupils with the highest levels of need might be referred to other agencies for further advice and support. Any suggested activities can then be followed up by the class teacher or Teaching Assistant support.

Our Local Offer for Special Educational Needs and/or Disability

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Identification

- The SENCO keeps a register of pupils requiring additional support in order to monitor their progress and to plan for provision across the school.
- SEN Support paperwork will be completed, as appropriate with a plan, do, review cycle implemented with SMART targets involving the pupil, parent, staff involved with the child and support of SENCO as required.
- School staff can access training to help them identify and support pupils with SEND.

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 or well-being, please come and talk to your child's class teacher, the SENCO or headteacher. We have an 'open door policy' where concerns can be addressed quickly and positive relationships with parents can be developed.
- Class teachers are usually the first port of call and are normally available at the end of the school day. They are happy to make appointments if you require a longer discussion.

The SENCO can also be contacted via email at Pott Shrigley Church School **admin@pottshrigley.cheshire.sch.uk**

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

Pott Shrigley's SEND policy and other relevant policies can be found on the school website:

http://www.pottshrigleycs.co.uk/

A guide for parents to the SEN Code of practice is available from the office.

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Teaching, Learning and Support

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

We teach pupils with SEND in accordance with the Cheshire East Area Wide Offer (available at **www.cheshireeast.gov.uk/localoffer**)

- Pupils will access Quality First Teaching, where differentiation and a variety of teaching methods, are used effectively to meet the needs of all pupils, within a small class. Bespoke teaching caters for individuals within the small classes and planning for mixed aged teaching ensures continued flexibility to cater for individual needs.
- Class based support might include e.g. small group teaching to provide focused support for English or mathematics skills; visual prompts to promote good listening skills or use of technology to assist with spelling/recording of work.
- If your child has specific barriers to their learning, additional support which goes beyond the class-based approaches, may be needed. The school has a range of small group or individual intervention programmes available. Some of these are published schemes e.g. 'Motor Skills United', 'Nessy','IDL', 'Plus 1', 'Power of 2', 'Toe by Toe' etc. Others are bespoke/personalised approaches e.g. Drawing and talking, social skills groups, writing or phonics support,
  taught either in a small group or on an individual basis. Interventions are regularly reviewed to ascertain the impact of the programme and inform future planning. The SENCO provides provision maps which detail the interventions and the impact of the support provided.
- If your child has more significant needs, the SENCO may make a referral to the appropriate agency (parental consent is required). After a series of assessments, advice is given and usually a programme of support is provided to be used at home and at school. Sometimes these specialists work in school with your child.
- Where additional levels of support are required, the SEND Toolkit will be utilised to support this process. Parents and children will be fully involved in the planning and support for the child and will have the opportunity to discuss progress at regular meetings with the class teacher. There is also the opportunity to contact the school SENCO via email or in person to discuss your child's needs in more detail.
- Pupils have access to enrichment opportunities e.g. Forest school, key stage two weekly swimming and trips (as have a school minibus, so able to do many trips) and a residential visit (for key stage two).

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

- Class teachers are responsible for meeting the needs of all the pupils in their class by providing quality first teaching and differentiating the learning opportunities. This means the work is pitched at an appropriate level so that your child can access it, according to their specific needs. Mixed aged teaching in small classes, enables flexible working practices to cater for individual needs.
- Teachers know your child's strengths and target areas and make every effort to accommodate these e.g. task lists will be useful if your child has processing difficulties; texts can be enlarged if your child has visual difficulties, privacy boards can reduce distractions if your child has attention difficulties etc.
- In a small school all the staff know all the pupils and will cover classes, if required as there is flexibility with a part time staffing structure and a teaching headteacher.

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Teaching, Learning and Support

- If your child is working at a level below that of their peer group, class teachers will adapt their teaching to ensure that any gaps in their knowledge are covered by re-visiting objectives covered in previous year groups.
- We will encourage your child to be an independent learner by promoting a growth mindset. This involves being willing to learn from their mistakes, use the prompts around them and support each other in meeting their targets.
- If your child requires a more specialist approach to learning, class teachers discuss specific interventions and strategies with the school SENCO.
- All additional provision for pupils with SEND is overseen and monitored by the school SENCO. Pupil progress is evaluated at meetings held between the class teachers, the SENCO and headteacher and parents are involved in any decision-making process.

How are the setting, school, or college'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 physical resources in classrooms e.g. extra technology, purchase of intervention programmes, resources such as writing slopes. Funding may be used for additional staffing, such as Teaching Assistants or therapists, to support and implement children's plans, along with training. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e.: outcome identified in discussion with teachers and parents or on Education Health Care Plans EHCPs). Additional funding would be applied for, following Cheshire East protocol. The SEND budget is the responsibility of the head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. This is monitored through provision mapping.

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 your child's needs are initially identified, a discussion will take place between parents and the school staff. At this meeting desired outcomes for pupils will be discussed and the provision or support needed to meet those outcomes will be agreed. School staff are usually best placed to recommend the nature of the support/provision needed, but occasionally the school seeks the advice of outside agencies.
- Parents and pupils will be fully involved in any decisions to implement provision which is 'additional to or different from' that received by the majority of pupils in the class. If there are differences of opinion about the nature of support required the school may seek the advice from external agencies to support the decision-making process.
- If a child has an Education Health Care Plan then the objectives in the plan would provide the basis for the provision needed.

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Teaching, Learning and Support

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

- The school possesses a range of equipment and facilities to support pupils with SEND (e.g. differentiated reading material, writing slopes, coloured overlays and access to support using iPads).
- The school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils and whether children need additional resources that could be borrowed or purchased.
- Additional resources may be borrowed or purchased should they be required, depending upon the individual need.
- Where more specialist personalised equipment is needed, the school SENCO liaises with the relevant external advisory service e.g. occupational therapy, CEAT team to seek advice on the best options for the procurement of these.
- Parents will be involved in these discussions and the decision-making process.

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

- We believe that your child's education should be a partnership between home and school. Therefore, we aim to involve you in regular dialogue with school, especially if your child has complex needs.
- We offer an 'open door' policy where you are welcome to make an appointment to meet the class teacher and/or the SENCO to discuss how your child is getting on. We can offer advice and practical ways to support your child at home.
- If your child has significant needs, we may operate a home-school diary, with a focus on positivity. Comments from parents and staff can be shared and responded to when needed.
- We have high expectations for all our pupils and measure children's progress in learning against National expectations and age-related expectations, through assessment for learning and tracked using SIMS. Tapestry online journal and the Statutory Framework for EYFS 2021 are used for the EYFS.
- Class teachers continually assess your child and note areas where they are improving and where further support is needed. Your child's progress is tracked from Reception to Year 6, using a variety of data, at least once a term. Children who are not making the expected progress are identified on the tracking system and discussed at pupil progress meetings, termly with class teachers and senior leaders. In a small school there are continual informal discussions about progress and lesson observations, involving all teaching staff. Analysis of information enables a discussion about why your child is experiencing a difficulty and what further support can be given to aid their progression.
- Your child's progress is shared with you at parents' evenings that take place half way through the Autumn and Spring terms. An annual school report to parents is sent home at the end of the summer term.
- If your child has a SEN Support Plan it will be reviewed with you every term, or a shorter period if required. If your child has an Education Health and Care plan it will be reviewed annually, in addition to SEND school focused plans.

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Teaching, Learning and Support

- We will support communication with parent/carers however the individual requires with face-to-face dialogue, additional explanations, typed copies of points discussed etc.

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

- We encourage children to express their opinions, thoughts and feelings on all aspects of school life. Their views are an integral part of any plans made about their education. Children's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via drawings, written, video or audio means).
- Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who may scribe their opinions or act 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. In these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.
- Children's views are listened to and acted upon and feedback is given to pupils along with discussion on the next steps/targets.

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

- The school SENCO, along with the headteacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision.
- The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes.
- Review meetings will assess the impact of interventions, through the cyclical process of assess, plan, do and review.
- The successful impact of interventions is judged by verbal feedback from support staff, parents and pupils; the progress a child is making against national/age expected levels and whether the gap is narrowing – i.e. they are catching up with their peers or achieving expected age levels. Children may move off the SEND register if they have 'caught up' or made sufficient progress.
- The individual opinions of children and parents regarding the effectiveness of the support provided through First Concerns, SEN Support Plans and Education Health Care plans is sought annually and collated to inform decisions about future provision.

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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?

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Keeping Students Safe and Supporting Their Wellbeing

- Pupil safety is paramount, to all that is undertaken.
- The child's SEN Support plan highlights any arrangements required for individual risk assessments.
- Where risks are identified, measures are taken to limit these e.g. your child may need supervision when negotiating steps or stairs. Some pupils need monitoring during break times, others need close supervision during the handover from school to parent/carer at the beginning and/or end of the day.
- Where necessary, alternative arrangements for the most 'risky' times of the day are made through a detailed risk assessment. This is shared with parents and reviewed regularly by the Headteacher, class teacher and SENCO.
- Safeguarding meetings and staff meetings support the well-being of children and any risk assessments and security issues.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety is not compromised. In the unlikely event that it is considered to be unsafe for your child to take part in an activity, alternative activities will be provided.

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

PASTORAL

The school offers a variety of pastoral support for children who have social or emotional difficulties. We seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with pupils and their families.

- Pupils emotional well-being is vital to their ability to access the curriculum.
- Social and emotional wellbeing is addressed through our PHSE teaching in class.
- Within a small school setting all staff know all children well, to enable them to support their individual needs and reflect upon any changes.
- Bespoke interventions such as social skills groups, Social stories, Social articles or social information sheets are used to address specific issues as they arise.
- The national anti-bullying week is developed in school and Christian value days termly, along with support work from charities/support networks eg NSPCC and safer internet day.
- All staff attended a programme of emotionally healthy schools training in 2019.
- School can access Child and Adolescent Mental Health Services (CAMHS) for further advice and support if required.
- We have mental health and well-being ambassadors, who support the school.

FRIENDSHIPS

- All children in school are supported to develop relationships with their peers.

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Keeping Students Safe and Supporting Their Wellbeing

- If pupils find the less structured times of the day difficult, alternative arrangements can be made at play and lunchtime. Play skills can be actively taught or modelled by staff and support is also offered though social skills groups.

PEER / SIBLING SUPPORT

- It is sometimes appropriate for us to offer support to the peer groups/siblings of children with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates.
- At other times this takes a more general form, such as working with the class on celebrating diversity.
- Whole school assemblies/worship address some of the key areas of need within our school, within a Christian ethos.
- Specific interventions such as 'Circle of Friends' might be used.
- All classes are represented on the school council and there are monthly meetings and projects developed by the children for the children.

BULLYING

- The school holds a clear position on bullying and all children are encouraged to distinguish bullying from isolated acts of unkindness.
- Class teachers are vigilant in monitoring the children's behaviour for indications of bullying.
- There are a range of assemblies linked to anti bullying and we embrace the annual anti bullying week throughout school, along side continual work on prevention.
- 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 children involved.
- The anti- bullying policy can be found on the school website. http://www.pottshrigleycs.co.uk/

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

ADMINISTRATION OF MEDICATION

- Parent/carers are responsible for medicine.
- Some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication.
- Our protocol for the administration of medication is that parents/carers need to sign a consent form detailing the type of medication, the amount prescribed and the time or frequency of administering it.
- Children can go to office with their class teacher where their medication is stored appropriately. Medicine can be administered by a member of staff, who holds a current first aid certificate. See current first aid list, in school.
- The asthma register is checked and updated regularly.
- The details for SEND pupils needing regular medication can be found on the 1-page pupil profile or the 'Supporting Me Plan'.

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Keeping Students Safe and Supporting Their Wellbeing

- Some children have medical or personal care needs. An individual Health Care plan is written, in consultation with staff, health care professionals, parents and the child to make sure their needs are met.

The policies for the administration of medication and how we support children with chronic medical conditions can be found on the school website:
http://www.pottshrigleycs.co.uk/

TOILETING

- We would seek in the first instance to support the toilet training programme you are using at home.
- Where toilet training is not appropriate, your child will be encouraged to take as much responsibility as possible for their toileting.
- If your child has occasional 'accidents' we request that you provide a spare change of clothes. If necessary, we may ask you to take your child home to change them as there are no shower facilities in school.
- We work closely with families and follow the advice of the continence service when meeting pupil's toileting needs.

PRIVACY AND DIGNITY

- For some of our children it is most appropriate for medical care to take place in private e.g. toileting, bodily application of creams etc. Arrangements for this are made based on the context of the child's needs.
- For other children, medical care might take place within the daily routine of the classroom e.g. medicine drinks given at snack time. Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.
- If your child has toileting needs, every care will be taken to protect their dignity, with toileting at different times, where appropriate

SHARING OF MEDICAL INFORMATION

- All staff know which children have allergies. Photos and details of their allergies are on the staffroom notice board and in the school kitchen.
- If your child has more complex medical needs, medical Health Care Plans, produced in discussion with parents/carers and health professionals, are written and stored alongside their profile and SEN support plan as well as with your child's medication.
- If your child has a medical condition that can present with medical emergencies, this will be detailed on your child's Health Care Plan, with instructions on the procedure to be followed in the event of an emergency. This information is shared with staff who may have contact with your child.

MEDICAL APPOINTMENTS

- If your child needs to take extended periods of time off to attend medical appointments, you are encouraged to discuss how best to support your child, with any missed work, with the class teacher.
- Sometimes it is appropriate to provide additional 'catch up work' for completion at home. At other times it may be possible to arrange for appointments to coincide with subjects in which your child is more able. Wherever possible the school will work flexibly to support children who miss work due to unavoidable medical appointments or through illness.

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Keeping Students Safe and Supporting Their Wellbeing

TRAINING

- Staff have regular first aid training every 3 years. They also receive training in the administration of rescue medication such as epi pens and asthma inhalers.
- Where necessary the school can access relevant training to address the specific needs of pupils.
- All staff have training on Allergy and Anaphylaxis

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

We are an inclusive school and we welcome diversity. We believe that having high self-esteem is crucial to a child's well-being.

- Personal, social and emotional wellbeing is central in our curriculum and is addressed through regular PSHE sessions in class.
- All staff promote an environment in which positive personal relationships can flourish. Support is given to your child to encourage them to manage their emotions and relationships on a day-to-day basis. Creating a resilient classroom and adopting a whole school approach to emotionally healthy schools.
- School has access to a range of interventions to support children experiencing difficulties with emotions or relationships and assessment tools to help us monitor this area of pupil development.
- Where appropriate the use of outside agencies will be sought, such as CAMHS.

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

BEHAVIOUR

- Our behaviour policy can be found on the school website and is reviewed regularly and can be found on **http://www.pottshrigleycs.co.uk/**
- We have created our "Golden Rules", where all pupils were involved in a whole school assembly, in small groups of mixed ages, to then feed into the whole school format.
- All pupils are made aware of school expectations and have been involved in discussing the importance of them.
- We have a positive approach to managing behaviour with a clear system of rewards and sanctions which is followed by all staff and pupils.
- The children individually gain dojos and class dojos are also given.
- After any behaviour incident we expect children to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Where children have behavioural difficulties, a range of measures are used to support them in adhering to the school rules within firm boundaries.
- For some children alternative arrangements need to be in place for 'trigger points' during the day. Other children may need a 'time out' arrangement to access a designated 'safe space' at times of stress.

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Keeping Students Safe and Supporting Their Wellbeing

- Our focus is on proactively avoiding behaviours, deescalating emotional incidents and supporting children to regulate and change their own behaviours. We work flexibly in response to pupil behaviour and aim to find creative and effective strategies to support children in managing their behaviour.
- Parent/carers are encouraged to be involved and often find it useful to use the same strategies at home.
- The school will seek advice from external agencies, if necessary and implement strategies and recommendations, e.g. from educational psychologists, CAMHS.

EXCLUSION

- It is very rare that we would consider exclusion for any child. Information about the procedure can be found on the school website **http://www.pottshrigleycs.co.uk/**

ATTENDENCE

- The attendance of every child is monitored on a daily basis by the school bursar and headteacher.
- Lateness and absence are recorded and reported to the headteacher. The headteacher takes active steps to improve attendance by working closely with families, where attendance is a concern and to find holistic ways to improve the situation.
- Attendance below 95% is a cause for concern and reasons for absence will be identified and support considered.
- Attendance rates are reported each term to the Governing Body.

A copy of the school's Attendance policy can be found on the school website: **http://www.pottshrigleycs.co.uk/**

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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 your child's learning and their day-to-day well-being in school.
- They are the first port of call for you and your child if you have any concerns. They gather initial information about your child's strengths and target areas.
- Class teachers are expected to plan and deliver appropriate learning opportunities for your child, through quality first teaching. This includes ensuring that any resources are in place to support your child's learning e.g. additional adults, physical prompts, visual timetables, interventions etc.
- The class teacher will discuss learning outcomes and evaluate provision with the SENCO and senior management.

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

- The headteacher oversees the running of the school, ensuring that all elements of the children's education are in place.
- The school SENCO has responsibility for co-ordinating the provision for children with SEND. The SENCO may work individually with children and carries out assessments where required. As well as offering advice on strategies and interventions to support children's specific needs. The SENCO usually chairs formal meeting such as reviews for School Focused Plans and EHC Plans.

In addition to the class teacher and SENCO, your child might come into contact with the following:

- Medical professionals.
- Occasionally external agencies or specialists might be brought in to observe or work with children.
- Where appropriate we organise multi-agency meetings to discuss a child's needs (e.g. Early help assessment). We aim to facilitate effective communication with these groups in order to meet the need of children and their families.
- Our teaching assistants are highly skilled and experienced members of staff. They run intervention programmes under the guidance of the teaching staff and support children either in small groups or on a 1:1 basis.
- For children with the highest levels of need, an additional adult might be assigned to work with the child on a 1:1 basis. The class teacher, along with the SENCO, will collate information and devise support for children with complex needs.
- The involvement of external agencies will always be with the consent of the parent/carer.

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?

- Information about SEND needs of pupils are noted on first concerns and SEN Support plans and these documents will point staff to the more detailed documents where required.

All class teachers and any key workers involved with the child will be given a copy of EHC plans. There are opportunities to discuss the content of these with the SENCO whenever a query arises.

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Working Together & Roles

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

- All school staff have an awareness of SEND and are invited to attend further training when a specific need arises.
- Staff can meet with the SENCO whenever a query arises to discuss their practice in relation to the specific needs of the pupils in their classes.
- There are regular staff meetings relating to SEND plans and paperwork and the SENCO/Headteacher conduct learning walks to support staff to enable them to support children with SEND.
- All staff have access to the Cheshire East SEND toolkit to support their practice.
- The SENCO, attends courses, termly Cheshire East cluster meetings and meetings with the Cheshire East Autism Team and Educational Psychologist to keep up to date with practice.

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

- In a small school we cater for individual needs of the child, so would be able to access external agencies, as required, depending on the child's need.
- We work closely with any external agencies when more specialised expertise is required. The agencies used by the school include the School Nursing Service, Occupational therapists, Physiotherapists, Speech and Language therapists, Child and Adolescent Mental Health Service, the hearing/visual Sensory Impairment Team, Educational psychologists, Cheshire East Autism Team and Social Services etc.
- We work with social care teams and have access to voluntary organisations such as Parent Partnership and SPACE 4 Autism.
- We have 6 group consultation meetings a term with our Educational psychologist and a Specialist teacher from the Cheshire East Autism Team.

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

- Come and talk to your child's class teacher first.

The SENCO is also available and appointments can be made, via the school office at admin@pottshrigley.cheshire.sch.uk

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

Mrs Williams is the SENDCo and can be contacted directly at Pott Shrigley School or via the school secretary.

Miss Louise Hinde is the school Bursar at Pott Shrigley School. She can be contacted at admin@pottshrigley.cheshire.sch.uk

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

Mr Alan Bailey is the designated governor for SEND. He can be contacted via the school office.

He can be contacted at admin@pottshrigley.cheshire.sch.uk

- The school governors have responsibility for ensuring the quality of SEND provision across the school.

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Working Together & Roles

- Regular meetings between the SEND governor and SENCO take place to ensure that all pupils, including those who are looked after, make progress. She reports back to the Governing Body.
- The SENCO provides information for the Headteacher's report to governors and produces a yearly report.

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

- Every effort is made to ensure that your child's opinions, thoughts and feelings are an integral part of any plans that are made about their education.
- Opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in an alternative format e.g. their opinions may be scribed by their teaching assistant or expressed via video or audio means.
- Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.
- There is a School Council made up of children who meet regularly to share the views of their peers. Pupils with SEND are represented within this group.
- There are also worry boxes available and a prayer box in the hall.
- Emotional health is discussed regularly within classes.

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.
- Some parents volunteer help in school e.g. hearing readers, accompanying trips etc.
- An open invitation is available to all parents/carers to join the P.T.A. and there is a meeting for new parents annually. The P.T.A. support the school in many ways, including fund raising events.
- Parent governors sit on the Governing Body and are actively encouraged to be a voice of the parent community. When their term of office expires, details of how to stand are advertised in the school newsletter.

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

- We recognise that there can be a great deal of paperwork for a parent of a child with SEND. The SENCO or Headteacher can provide support to parents as required. This might be completing forms with parents or directing them to agencies who can help further.
- Information about parent support groups is shared with parents throughout the school year.
- The school has a parent app for the phone, to keep them informed about various school information and access on the website and school facebook page for further information.
- Parents will be signposted to external agencies for support, as appropriate e.g. parental support groups, space 4 Autism, family service, CAMHS

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Inclusion & Accessibility

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

Pott Shrigley Church School aims to include all children and their families so that each and every child enjoys learning with us and develops their unique talents and aspirations. We believe children learn best when learning opportunities cater for the different preferences of learners, developing their independence and motivation as an individual. Inclusion underpins everything we do: learning and teaching, the curriculum, resources, budget management and our whole ethos and culture.

- We are an inclusive school and therefore we endeavour to ensure that all children, regardless of their needs, are able to attend enrichment activities such as after school clubs, school trips, forest school, residential visits etc. We make the relevant adaptations to enable children with SEND to attend.
- We have a range of out of school clubs and activities which change from term to term (Please contact the school office for details). All of which are available to every child, regardless of level of need.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐

Details (if required) There are classrooms upstairs in the main building. There is a ramp up to the outside classroom.

Are disabled changing and toilet facilities available? ☑

Details (if required) There is a disabled toilet but there are no shower facilities.

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

Details (if required) Parking is on the road. Access can be gained into the playground, at appropriate times.

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

Details (if required) N/A

Additional Points:

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible, as outlined in the Equality Act 2010.

An Accessibility Plan has been drawn up and the Premises Committee is constantly reviewing how to improve our accessibility for pupils with SEND.

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Inclusion & Accessibility

The accessibility plan can be found on the website: http://www.pottshrigleycs.co.uk/
There is a ramp up to the outside classroom. The main entrance of the school is at ground level and therefore has access for wheelchairs and pushchairs.
The school is committed to inclusion and ensuring that we accommodate those with disabilities. Children have access to all areas of the school and to a broad, balanced and relevant curriculum. All reasonable steps are taken to ensure that no child will be treated less favourably for a reason related to disability.

- Children with SEND receive support to access the facilities available to their peers e.g. large print text for those with visual impairments, additional handrails in the toilets, IT software etc.
- For families who find it difficult to access written documents we communicate in person or by phone.
- Where pupils and their families require communication through languages other than English, we would make arrangements to provide a translator for key meetings/communications. We would discuss with those families their preferred means of communication.

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Transition

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

- **Please contact the school office at: admin@pottshrigley.cheshire.sch.uk**
- **'The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.'**
- The school Admission policy can be found on the school website**:** http://www.pottshrigleycs.co.uk/

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

- Please contact the school office at **admin@pottshrigley.cheshire.sch.uk** to arrange a tour of the school, anytime.
- Pott Shrigley have open days and advertise locally as well as on our webpage and facebook page.
- We encourage the families of children with SEND to inform the school office when making an initial enquiry about joining the school so that information that specifically relates to your child's requirements can then be shared.
- We can arrange for you to meet the SENCO to discuss your child's needs.
- We offer a range of transition visits for new Reception pupils and would be flexible as to what best suits a child with S.E.N. in these arrangements along with offering additional visits, if required.
- The Reception teacher also visits children in their nursery/Pre-School setting, prior to the children starting school, to see them in a familiar context.

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)*

ENTRY

- Prior to entry to our school, it is usual for families to visit for an informal tour of the school with the headteacher.
- Information relating to your child's SEND needs is then shared with the SENCO and prospective class teacher.
- If your child has a higher level of need, and if it is agreed at this point that the school is able to meet your child's needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about your child. Actions will be set in place to ensure your child is appropriately included.
- Following this meeting, the school considers the provision necessary, and if appropriate, takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. A range of transition measures are put in place to meet the needs of your

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child. This may include additional visits to the setting, visits by school staff to your child's current setting, a transition pack and a 'transition book' containing photos of key members of staff and areas of the school, for your child to look at prior to entry etc.

TRANSITION TO NEW SETTINGS

- We encourage all new children to visit the school and be shown round, prior to starting school.
- We support our children with SEND and those who are vulnerable, who are preparing to leave us for Secondary education, by arranging additional visits and working through a transition booklet which addresses key aspects of the new setting.
- Some of our children benefit from an extended transition whereas others require a shorter introduction.
- We can facilitate an Action for Inclusion Plan meeting with the next phase setting in order to share strategies and to maintain consistency of support.
- We work closely with families at this time to ensure consistency of information and address any worries they may have.
- We have good links with our local high schools and we work closely with them ensuring all relevant paperwork is passed on and all needs are discussed.

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Additional Information

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

- The school SENCO can be contacted via the school office **admin@pottshrigley.cheshire.sch.uk**
- The SENCO can provide further details to help families, with support services that are available in the local area.
- Support for parents can be found on: **Cheshire East Information, Advice and Support Service , weblink http://www.ceias.cheshireeast.gov.uk/home.aspx**
- Also, Cheshire East Parent Carer Forum link **http://cepcf.org/**

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

Updated November 2026
To 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**

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

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Additional Information

- We encourage parents to address any worries or concerns they may have with the class teacher.
- If they are unable to help, you should contact the Head teacher or SENCO.
- We pride ourselves on building positive relationships with parents. By talking things through openly and honestly, we are often able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the school website available at **www.pottshrigleycs.co.uk**
- Guidance on what to do if you are unhappy with a decision made by the local authority regarding your child's SEND can be found within the Cheshire East Local Offer. **https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx**