

Elworth CE Primary School



School Information Report 2026-27



School Information Report



0-25 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>



School Information Report



Name of Setting	Elworth CE Primary School
Type of Setting <i>(tick all that apply)</i>	☒ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☒ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☒ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☒ Other (Please Specify) Voluntary Controlled Church of England
Specific Age range	4 – 11 years
Number of places	420 Mainstream
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.



School Information Report



Identification

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

Elworth CE Primary is a larger-than-average primary school where the proportion of pupils receiving SEND support aligns with the national average, while the proportion eligible for pupil-premium funding remains lower. To ensure every child receives the right support, the school prioritises early identification through strong links with local pre-schools and nurseries. This enables staff to learn about a child's specific difficulties before they start school in September. Once enrolled, initial concerns raised by parents or staff regarding a child's wellbeing, emotional and behavioral development, or academic progress relative to their peers are formally documented on a Monitoring Plan.

To maintain high standards of early identification, school staff receive regular training on identifying additional needs. Individual pupil progress is monitored termly by the Senior Leadership Team, and any issues raised during Pupil Progress Meetings are promptly discussed with the Special Educational Needs Co-ordinator (SENCo). Once a concern is flagged, the SENCo gathers comprehensive information regarding the child's strengths and areas of difficulty. This involves structured discussions with classroom staff, parents, and the pupil, focusing on defining clear outcomes and determining the appropriate level of provision based on individual needs and available resources.

Support typically begins within the classroom through routine adaptations provided as part of standard, ordinarily available teaching. When additional help is needed, pupils may participate in time-framed individual or small-group intervention programmes delivered outside the regular classroom setting to target specific goals. For pupils with the highest levels of need, referrals are made to external specialist agencies for further guidance and support. Throughout this process, the SENCo maintains a dedicated register of pupils receiving extra provision to closely monitor their ongoing progress and ensure resources are effectively planned and reviewed across the entire school.

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

If you have concerns regarding any aspect of your child's education, your first point of contact should be their class teacher. Teachers are typically available at the end of the school day and are happy to schedule an appointment if a more detailed conversation is needed. Following your discussion,



School Information Report



Identification

the class teacher may consult with the Special Educational Needs Co-ordinator (SENCo) to explore further support. Alternatively, you can contact the school's SENCo directly by reaching out through the main school office or emailing admin@elworthce.cheshire.sch.uk.

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

The school's SEND policy and other relevant documents can be found on the school website.

<http://www.elworthce.cheshire.sch.uk>

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

Elworth CE Primary delivers SEND provision in accordance with the Cheshire East Area Local Offer, prioritising an inclusive environment where all pupils access learning through Ordinarily Available Inclusive Provision. Teachers adapt their teaching using appropriate strategies, scaffolds and supports to meet the needs of all pupils. Staff are supported by skilled teaching assistants and participate in regular professional development to refine their SEND practice.

When additional support is necessary beyond standard classroom adaptations, the school utilises targeted intervention programmes. These include evidence-based packages alongside bespoke, personalised approaches tailored to individual learning goals.

For pupils with complex or significant needs, the school collaborates with external specialists, including Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists, and the Cheshire East Autism Team (CEAT). When higher levels of provision are required, a personalised support plan is developed to ensure targeted, outcome-based, and progressive support. Parents and carers are fully involved as partners in creating and supporting these plans, with progress regularly reviewed during parent-teacher meetings or dedicated appointments with the SENCo.



School Information Report



Teaching, Learning and Support

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

Class teachers take responsibility for meeting the needs of all learners in their class by adapting teaching and learning and providing an appropriate and supportive learning environment in their classrooms. Where a pupil has an identified SEND, class teachers will be aware of the child's strengths and areas of difficulty. A child's strengths will be utilised and support will be provided to support areas of difficulty. For example, a pupil with literacy difficulties may have personalised prompts for checking their work or may be given access to a personalised spelling bank. We aim to make classrooms as inclusive as possible by adopting strategies as part of everyday practice that we know benefit SEND pupils but are also considered good practice for all learners.

Class teachers take responsibility for developing and implementing education plans for every learner in their class. Planning for all children is planned to meet their level of attainment and development, and will be based on where they are now and what is the next step. Teachers will oversee planning, delivery and progress for any programmes suggested or delivered by other staff or external specialists. For children who require a more specialist approach to learning, teachers are encouraged to discuss approaches with specialist staff in school, such as the SENCo or teaching assistants with specific skills (e.g. Autism/ Speech and Language). All additional provision for pupils with SEND is overseen by the school SENCo and progress discussed at pupil progress meetings with SENCo/Headteacher.

The school SENCo keeps up to date with all reasonable adjustments which are permitted to support pupils during exams and will consider these for every SEND pupil when they are due to take statutory assessments.

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

The school SEND budget and spending is the responsibility of the Head teacher and SENCo who regularly review income and expenditure to ensure resources are allocated appropriately. The budget is used to purchase training and/or additional physical resources in classrooms e.g., writing slopes, coloured paper or specific learning aids. In addition to this, a large proportion of our funding is used to provide additional human resources to support class based, small group or individual programmes which form part of the school's bank of intervention programmes.

Our school also uses a proportion of its SEND budget to purchase external services of special support as deemed most appropriate to the needs of the school and the learners who attend, this may include buying training for existing staff to build in-house expertise or securing the services of external specialists to inform the work of school staff such as the Educational Psychologist, Specialist Autism Teacher or Speech and Language Therapist to enable the school to provide high quality school-based speech and language support.



School Information Report



Teaching, Learning and Support

The Head teacher and SENCo will apply for additional available funding using the appropriate processes when this is deemed necessary.

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?

When a child's needs are first identified, school staff collaborate with parents, carers, and pupils (where age-appropriate) to establish clear target outcomes and agree on a tailored support plan. While staff typically recommend the most effective provision, the school actively involves families in shaping any additional or adapted support. If specialised guidance is needed—or if views differ on the best approach—the school consults external advisory agencies to help inform and resolve decision-making.

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

The school has a range of equipment, resources, and facilities to support children with SEND, with allocation strategically managed by the SENCo based on individual pupil needs. Additional resources are acquired as needed, budget permitting. When specialist equipment or tailored support is required—such as sensory aids or adaptive seating—the school collaborates with external advisory services to purchase or loan the best options, actively involving parents and carers in these decisions.

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

All school staff maintain high expectations for every pupil, continuously tracking daily progress during lessons and unstructured times to instantly recognise achievements or identify where extra support is needed. Pupils on SEN support plans are monitored through their targeted intervention programs, with staff sharing regular informal updates with families. When helpful, personalised daily communication methods—such as home-school books or emails—can be established on an individual basis.

Formal progress updates are shared through termly SEN Plan reviews, parent consultations and the summer annual report. These discussions cover progress, new targets, and practical home-learning advice. In addition to this, an annual review is held for pupils with EHC Plans. Parents are always



School Information Report



Teaching, Learning and Support

welcome to request extra updates, chat informally with teachers after school, or schedule a meeting with the SENCo for targeted support with specific learning barriers.

[Cheshire East Toolkit for Inclusion](#)

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

Pupil voice is central to our educational planning, with thoughts and feelings gathered in ways that match each child's age and developmental stage. Depending on their needs, pupils may attend meetings directly, share their views through alternative media, or express their ideas to a familiar adult who acts as their advocate. To protect self-esteem and sensitive needs, pupil involvement is thoughtfully planned alongside families and trusted staff to ensure every child is supported appropriately.

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?

The school's Head teacher, SENCo, designated Governor and other members of the leadership team undertake regular monitoring and evaluation of pupil progress and of the effectiveness of its overall provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money.



School Information Report



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 always our highest priority. Essential information and risk factors regarding children with SEND are shared with relevant staff, who implement targeted safety measures—such as increased supervision during lessons, transitions, or unstructured breaks like lunchtimes. For higher-risk situations, detailed risk assessments as well as Reducing Anxiety Management Plans (RAMPs) are developed with parents, reviewed regularly by class teachers and the SENCo, and rigorously applied.

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

PASTORAL We prioritise social and emotional well-being through our PSHE curriculum and targeted interventions, recognising that pupils with SEND may face unique challenges. Because emotional needs can be complex, we collaborate directly with families and pupils to design highly personalised support, utilising tracking tools to monitor self-esteem and confidence. Both our SENCo and Pastoral Lead are ELSA-trained, offering specialised guidance as needed or through a child's dedicated support plan.

FRIENDSHIPS All pupils are guided to build positive peer relationships. For children who struggle socially, we provide structured breaktime alternatives where play skills are actively modelled, alongside tailored social activities and holistic support from our SENCo for both pupils and families.

PEER / SIBLING SUPPORT We offer tailored guidance to the peers and siblings of pupils with SEND. This ranges from open, age-appropriate discussions where classmates can learn about specific needs, to broader activities celebrating diversity. Whole-school assemblies also regularly focus on empathy and key areas of need within our community.

Bullying The school maintains a strict zero-tolerance approach to bullying, as detailed in our online Relationships, Behaviour, and Anti-Bullying policies. Through worship and classroom learning, pupils are taught to distinguish bullying from isolated unkindness. Staff remain vigilant, thoroughly investigating all reports and implementing personalised support for both victims and perpetrators to ensure every child's needs are addressed.

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



School Information Report



Keeping Students Safe and Supporting Their Wellbeing

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, medicine is administered by a first aider, who signs to acknowledge correct administration. In some cases, a pupil's medication may be more appropriately stored and administered in their classroom (e.g., asthma inhalers, epi-pens, diabetes management kits etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen.

TOILETING

Staff in school are experienced in supporting children to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take age and developmental stage appropriate responsibility for their toileting. We work closely with families and where appropriate seek the advice of the continence and bowel and bladder service when meeting pupil's toileting needs. Support is available for disabled children to have access to the disabled toilet and staff are appropriately trained to deal with their needs.

PRIVACY AND DIGNITY

For some pupils it is most appropriate for medical care to take place in private (e.g., injections, diabetes checks) and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom such as regular administration of asthma inhalers. Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g., offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

MEDICAL APPOINTMENTS



School Information Report



Keeping Students Safe and Supporting Their Wellbeing

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional “catch up work” for completion at home; at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING

Staff undertake regular first aid training and are trained annually by the school nurse/health professionals in the administration of rescue medication such as epi pens, diabetes care and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils.

SHARING OF MEDICAL INFORMATION

Information about the medical and personal care needs of pupils is noted on Arbor and in some cases on an individual support plan. Class teachers, teaching assistants and first aiders are made aware of these needs. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals, are used and these are part of the child’s school support plan and are also available with medical emergencies, a clear and detailed plan is made alongside parents and carers and a health professional, usually the school nurse, detailing the procedure to be followed in the event of an emergency.

What support is available to assist with my child or young person’s emotional and social development?

Personal, social, and emotional well-being is embedded throughout our curriculum, with teachers fostering positive relationships and guiding daily emotional regulation through regular class sessions. When pupils need extra help, our pastoral team provides targeted individual or holistic support, including family and peer guidance. We offer structured interventions—such as Social Skills groups run by either the school pastoral lead or teaching assistants—and utilise the KAPOW curriculum to actively nurture mental health and personal development.

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



School Information Report



Keeping Students Safe and Supporting Their Wellbeing

BEHAVIOUR

The school consistently implements a clear Relationships and Behaviour Policy, offering tailored strategies whenever pupils require extra support. For some, this includes alternative arrangements during key trigger points or designated "time out" safe spaces during moments of stress; for others, a Reducing Anxiety Management Plan (RAMP) is created to proactively address underlying anxieties before they impact behaviour. Our primary focus is understanding challenging behaviour by analysing incident patterns to prevent repetition. By prioritising proactive prevention, emotional de-escalation, and creative, flexible support, we empower pupils to regulate their own anxiety and successfully manage their behaviour.

ATTENDANCE

The school places a high priority on good attendance and punctuality. Attendance is monitored each half term by the school's Deputy attendance champions Mrs S. Roberts and Mrs N. Dunning. If attendance is considered low, we take active steps to bring about improvement as detailed in our Attendance Policy available on request or on our website. The Head teacher notifies and works closely with families where attendance is of concern to find holistic ways to improve the situation.

EXCLUSION and SUSPENSIONS

It is very rare that we could consider exclusion for any pupil. We strive to prevent the need to exclude any pupil and this would only be considered in exceptional circumstances as detailed in our Suspension and Exclusion policy and always in accordance with Government Guidelines.

Working Together & Roles

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

The child's class teacher holds primary responsibility for their daily learning, well-being, and ordinarily inclusive provision, ensuring high-quality, inclusive teaching is embedded into everyday practice. Serving as the main point of contact for families, they coordinate all pupil information unless a



School Information Report



Working Together & Roles

specific key worker is assigned. With the support of the school SENCo, class teachers actively plan and adapt learning opportunities, while efficiently deploying resources—such as physical prompts, targeted interventions, and additional adult support—to ensure every pupil thrives.

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

The Headteacher oversees the overall running of the school, ensuring all aspects of a pupil's education are fully in place. Meanwhile, the school SENCo works closely with class teachers to coordinate targeted provision for pupils with SEND, conducting assessments, supporting individual learners, and leading formal reviews. Social, emotional, and mental health interventions are overseen by the school Pastoral Lead, ensuring pupils receive well-rounded emotional care. The school also collaborates closely with external specialists and outreach services —always with parental consent—including:

- The school nurse (parental consent required)
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Members of CEAT (Cheshire East Autism Team)
- Educational Psychologists
- Specialist Outreach Services

Additionally, highly skilled teaching assistants regularly deliver targeted intervention programs under teacher guidance, supporting pupils individually or in small groups. For learners with the highest levels of need, a dedicated additional adult may be assigned for 1:1 support.

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?

Every child with SEND has a dedicated file hosted on Provision Map, a secure software system where all relevant documentation is stored. The school SENCo ensures all documents are scanned and stored electronically, after which physical copies are disposed of via the school's confidential



School Information Report



Working Together & Roles

waste—or retained in secure physical storage where appropriate. All documentation is monitored and reviewed by the SENCo, strictly adhering to current Data Protection regulations at all times.

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

Elworth CE Primary School is committed to continuous professional development, ensuring staff across all levels complete planned, targeted SEND training in line with Cheshire East Inclusion priorities and ordinarily available inclusive provision. Expertise is regularly shared school-wide, and all staff are trained in attachment and trauma awareness (delivered by the Educational Psychology Team in 2026).

Specialist Leadership & Expertise

- **Mrs S. Buckley (SENCo):** PGCE in SEND, the National Award for SEND Co-ordination, as well as MELSA qualification. She collaborates closely with class teachers, local authority experts, and attends Cheshire East Inclusion networks and Diocese cluster groups.
- **Mrs S. Roberts (Pastoral Lead):** Qualified Mental Health Lead overseeing social, emotional, and mental health interventions across the school.
- **Mrs C. Marrow (Senior TA & SEN Specialist):** Supports EYFS/KS1 provision with advanced training, for example, *Attention Autism*, *Sensory Circuits*, and Autism strategies.
- **Safeguarding & Emotional Support:** Both the SENCo and Pastoral Lead are trained Designated Safeguarding Leads and certified Emotional Literacy Support Assistants (ELSA).

Targeted Staff & External Agency Training Through collaboration with local authority teams—including the Educational Psychologist Team—and external specialists, teachers and teaching assistants receive dedicated training to deliver high-quality interventions, including:

- Autism and Autistic Spectrum Awareness



School Information Report



Working Together & Roles

- Attention Autism
- Dyslexia Awareness
- Social Stories

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

The school collaborates closely with a wide range of external agencies to ensure holistic support for pupils and their families. We maintain strong links with health professionals—including CAMHS, Speech and Language Therapy (SALT), Physiotherapy, and Occupational Therapy (OT)—while our SENCo regularly attends group consultation sessions with the Educational Psychology Service and Cheshire East Autism Team (CEAT). We also partner with social care teams and voluntary organisations, such as Vision.

To guarantee seamless communication and coordinated support, we regularly organise and lead multi-agency meetings—such as Targeted Family Support Meetings—bringing key services together to meet the specific needs of our children and families.

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

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

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

The school SENCo is Mrs Sarah Buckley and she can be contacted through the school office on 01270 698914 or by email at admin@elworthce.cheshire.sch.uk.

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

The school governors have responsibility for ensuring high quality of provision for SEND across the school. Mrs H. Jones is the designated governor for SEND. Regular meetings between the SEND governor and SENCo take place to discuss provision and to monitor pupils' progress.



School Information Report



Working Together & Roles

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil opinions are sought at a level which is accessible to the individual. 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 pupils who meet regularly to 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 actively participate in school life through a variety of meaningful roles, from volunteering as reading mentors and accompanying school trips to joining the Parent Teacher Association (PTA) to organize events and fundraise. Parents can also contribute to school governance, with vacancy details advertised in the newsletter when terms expire. Additionally, the Headteacher leads the Parent Council, and the SENCo hosts regular coffee mornings featuring guest professionals to offer tailored advice and answer parent queries in a supportive environment.

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCo, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year. The school hosts monthly SEN Coffee Mornings for parents with key guest professionals.



School Information Report



Inclusion & Accessibility

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

As an inclusive school, we are committed to upholding national inclusion principles by ensuring all pupils, regardless of their needs, have equitable access to enrichment opportunities, including after-school clubs, educational visits, and residential trips. We use our best endeavours to proactively remove barriers and make reasonable adjustments so every child can fully participate. Our termly out-of-school activities and clubs are open to all pupils. Where third-party external providers deliver sessions, we work alongside them to ensure inclusive practice.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

Are disabled changing and toilet facilities available? ☒

Details (if required)

Do you have parking areas for pick up and drop off? ☒

Details (if required)

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



School Information Report



Inclusion & Accessibility

Details (if required)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible to all. Our accessibility plan forms part of our Equality Plan which can be found on the school website.



School Information Report



Transition

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

For information about our admission policy please contact or email the main school office on 01270 698914 or admin@elworthce.cheshire.sch.uk and we will be able to advise you.

The Local Authority is the school's Admission Authority and details of their policy can be found on the Cheshire East website under School.

Admissions: <https://www.cheshireeast.gov.uk/schools/admissions.aspx>. You can also contact them on 0300 123 5012 or by e-mail at admissions@cheshireeast.gov.uk

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

Parents of any child wishing to join our school are warmly welcomed to see the school. To arrange a visit please call the school office on 01270 698914 or e-mail admin@elworthce.cheshire.sch.uk. For pupils with SEND, further meetings and visits may be arranged to ensure transition is as smooth and successful as possible for the child.

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)

ENTRY

Prior to joining our school, families of pupils with SEND are invited for a tour led by the SENCo, where children meet key staff and initial information is gathered to share with relevant school personnel. For pupils with higher levels of need, a multi-agency transition meeting is arranged to share key insights, establish clear actions, and plan necessary resources to ensure seamless inclusion.

To support a smooth start, we provide personalized transition plans tailored to each child's needs. Depending on what best supports the pupil, this may include:

- Additional visits to our school setting



School Information Report



Transition

- Visits by school staff to the pupil's home or current nursery/setting
- Bespoke transition packs featuring photos of key staff and new environments

TRANSITION TO NEW SETTINGS

We personalise transition plans to suit each child's individual needs when moving to a new setting. Depending on what works best for the pupil, this may involve additional familiarization visits or structured transition activities to explore their new environment. Because some children thrive with an extended transition while others benefit from a shorter, more focused introduction, we tailor the timeline accordingly. Working closely with families, destination schools, and particularly our local high schools, we ensure clear communication and a smooth, consistent move to the next stage of their education.



School Information Report



Additional Information

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

The school SENCo can provide further details of further support for families.

Parent partnership can be accessed by following this link <http://www.ceias.cheshireeast.gov.uk>

Cheshire East Parent Carer Forum <https://www.cepcf.org/>

Cheshire East Local Offer [0-25 Cheshire East Local Offer for Special Educational Needs and Disability \(SEND\)](#)

Autism Inclusive <https://www.aicrewe.org.uk/>

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

Updated August 2026

Review August 2027

Where can I find the Cheshire East Local Offer?

The Cheshire East Local Offer can be found at

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

Otherwise you can search for Live Well Cheshire East and click on the 0-25 Local Offer tab.

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



School Information Report



We encourage parents to share any worries or concerns promptly, starting with their child's class teacher. If further support is needed, senior staff—such as the SENCo or Headteacher—are readily available to help. In almost all cases, open communication allows us to work together to find a positive solution.

However, if a concern remains unresolved after speaking with school leadership, our formal Complaints Policy is available on the school website or directly from the school office upon request.

For concerns regarding Local Authority decisions concerning a child's SEND provision or EHCP, guidance on rights and appeal processes can be accessed directly on the Cheshire East Local Offer website.

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