

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

Astbury St Mary's
Primary School



----- Click here to return to the front page -----	
Name of Setting	Astbury St Mary's Primary School
Type of Setting <i>(tick all that apply)</i>	<input type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
Specific Age range	Age 3-11
Number of places	120
Which types of special educational need do you cater for? (IRR)	<input checked="" type="checkbox"/> 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. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <input style="width: 300px; height: 150px;" type="text"/>

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

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

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

----- Click here to return to the front page -----

Identification

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

As a school team we use our wide range of experience to help us to identify those pupils who may need additional help. We consider the whole child and will look at a child's learning, social and emotional well-being and any changes in their behaviour. To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns.

These include:

- Regular informal / formal discussions with the Class Teacher / SENDCo / Head teacher about pupils' progress in each class – during which we identify any pupils who are not making expected progress.
- As a staff we share any concerns about progress or concerns about a pupil's general well-being.
- Discussions with parents – listening to concerns or worries.
- Discussions with the pupil and listening if they say they need additional help or have worries.
- Liaison with other professionals
- Discussions with any previous school or prior educational setting.

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

If you think your child needs additional help you should:

- Speak to your child's Class Teacher – make an appointment to see them after school.
- The class teacher may ask the Special Educational Needs and Disabilities Co-ordinator (SENDCo) along to listen to your concerns and help to plan the next steps where needed.
- You can contact the SENDCo directly by making an appointment through the school office admin@astbury.cheshire.sch.uk.

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

Visit the school website at www.astburyschool.org

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

----- Click here to return to the front page -----

Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East area wide offer <http://www.cheshireeast.gov.uk/livewell.aspx>

We are an inclusive school and aim to provide a learning environment which will meet a wide range of different needs.

In our school we have a wide range of expertise and skills. These inform and support teaching and learning for all, including for pupils with SEND across the school day.

We adapt learning across the curriculum to meet individual needs. Some pupils need a personalized and bespoke approach to learning across the school day.

Planning for pupils with SEND is completed by the class teacher with the support of the SENDCo and includes ordinarily available provision.

Parents and carers are invited to an extended meeting each term to review the impact of provision – this is inline with the whole school cycle of parents' evenings.

Additional adults are used flexibly across the school to develop the pupil's independence across all areas of learning and the school day.

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 school curriculum and we adapt the learning, resources or environment to ensure all pupils can access learning at an appropriate level.

We seek advice from professional agencies such as the Cheshire East Autism Team (CEAT) to support with curriculum planning and environment.

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

The notional SEN budget is set by Cheshire East for our school.

The provision of resources, including staffing may be discussed with the SEN lead at Chester Diocese Academies Trust.

Resources for pupils with SEND are, as far as is possible, met from the school budget.

Where a pupil's needs are more complex and it is felt that additional funding is required to meet their needs, this will be discussed with parents / carers and consideration will be given to making an application for a needs assessment from Cheshire East.

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)*

Parents and carers are invited to meet with the Class Teacher and SENDCo to discuss any significant additional support required. During the meeting, the desired outcomes for the pupil will be discussed and actions towards achieving these agreed.

The Cheshire East SEND toolkit is used to help guide and inform the process, alongside the CDAT provision for all resources.

The pupil's views are included in the discussion.

If there are any differences of opinion about the support a pupil may need, outside expert help will be sought eg CEAT to support a decision.

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

----- Click here to return to the front page -----

Teaching, Learning and Support

If any specialist equipment or facilities are required then, where possible, this will be met from within the school budget, for example a writing slope or a scribe in SATs.

Where specialist equipment or facilities are required that the school does not already have, then the school will review this with the parent/carer/pupil and any specialist agency, such as a teacher of the deaf or occupational therapist. This may then be met by the school budget or may form part of the provision within an Educational Health Care Plan, for example specialist hearing aids for a deaf pupil.

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 the Class Teacher and is formally reviewed by the Head teacher and Class Teacher twice a year (Feb and July). Some assessments are statutory (Early years foundation stage EYFS / Y1 phonics / Y4 multiplication tables check MTC / Y6 standard assessment tests SATs) – the results of these will be reported to you.

Targets on your child's SEN plan are reviewed termly and parents/carers are invited into school for a meeting to discuss these.

Pupils with an EHCP will have a formal annual review which will be one of the review meetings.

All pupils receive an annual report in the summer term.

Each pupil has a reading diary for parents to record reading.

The school holds meetings for parents about curriculum subjects – you will be informed about these and invited to attend.

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 encourage the active participation of pupils in all aspects of their learning.

Through our marking policy, we identify areas of progress and those that need further development. Pupils are given time to read and respond to marking.

Pupil voice is gathered as part of the annual cycle of SEN assess, plan, do, review.

For the annual review, pupil voice is gathered and the pupil is invited to share in the review meeting as appropriate.

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 part of CDAT, SEND provision is part of the whole school termly improvement cycle.

With the Class Teachers and additional adults, the SENDCo reviews the effectiveness of provision on a regular basis.

The SEN governor and local governing committee receive information about SEND three times a year.

----- Click here to return to the front page -----

Keeping Students Safe and Supporting Their Wellbeing

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

We follow the school's safeguarding policy. (available at www.astburyschool.org).

----- Click here to return to the front page -----

Keeping Students Safe and Supporting Their Wellbeing

Some pupils need a more personalised approach and need extra support at different times of the day outside the classroom.

Some pupils with more complex difficulties or medical needs, may need a key adult outside the classroom, this may include a meet and greet at the start of the day or a de-brief at the end of the day.

We carry out risk assessments for all off site activities including residential visits. If a pupil needs specific additional support, a individualised risk assessment will be completed which will be shared and discussed with parents / carers. A parent/carer may then offer to attend the visit if appropriate.

A first aider is included as part of the staff team on all off site activities.

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

Our school is a church school and has nurture at its heart. All staff are part of the pastoral support system.

We understand that some pupils with SEND can face many challenges which may impact on their overall well-being. After discussion with the pupil and parents/carers, we may name a key additional adult to add an extra point of contact and individual support.

We do not tolerate bullying on our school and have an anti bullying strategy available on our website www.astburyschool.org.

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

We have an administration of medicines policy, available at www.astburyschool.org.

When medication is prescribed which needs to be taken during part of the school day, the parent/carer needs to request that the school administers the medication. The parent/carer must complete and sign an administration of medicines form – available from the school office. Medicine must be sent to school and passed to an adult in its original packaging. Parents / carers are informed at the end of the day when their child has received the medication. Medication will be passed back to an adult at the end of a school day as appropriate.

We have annual training on allergies and the use of auto injector pens.

If a pupils requires personal care, then a personal care plan will be written with the support of parents / carers and medical professionals – for example a pupil with diabetes / asthma.

If a pupil has time off for a medical appointment which cannot be made outside of school hours, please inform the school office so the absence can be recorded as medical.

The school has completed a first aid risk assessment and has the appropriate number of trained first aiders.

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

Our school ethos is to nurture all pupils.

The Class Teacher has overall responsibility for pupils in their class; sometimes a pupil with additional needs may need extra support and a key adult may be named to carry out this role. Additional support such as social skills groups, reflection time, quiet time may be put into place.

We seek advice from outside agencies such as Child and Adolescent Mental Health Services (CAMHS)

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

We have a positive approach to supporting and developing behaviour and relationships. This policy can be found on the school website www.astburyschool.org.

----- Click here to return to the front page -----

Keeping Students Safe and Supporting Their Wellbeing

If there is a risk of exclusion, parents and carers are included in all aspects of the process and CDAT inclusion lead will be contacted for advice.

Attendance is monitored twice daily. The attendance policy is available on the school website www.astburyschool.org. The school has regular meetings with the Cheshire East attendance welfare officer.

----- Click here to return to the front page -----

Working Together & Roles

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

- To deliver lessons which meet all pupils' needs ensuring ordinarily available provision is included, adapting as required.
- To check progress across the year and identify where support is needed.
- To discuss with the SENDCo any additional help your child may need.
- To plan with additional adults the implementation of any extra support / intervention.
- To listen to specialist advice and adapt teaching as advised.
- To be the first point of contact for parents / carers
- To have overall responsibility for pupils' learning and their day to day well-being in school.
- To ensure the school's SEND policy is followed in their classroom.

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

The head teacher / SENDCo

SEND governor

Additional adults – pupils may work with different additional adults throughout the day.

Outside agencies may have a role.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

The SENDCo shares information about a pupil's SEN or EHC plan with key staff and helps to plan how the outcomes can be achieved.

Staff are regularly updated about any significant changes to provision through staff meetings / briefings through formal and informal discussion.

Each child with an EHC plan has an EHC implementation plan.

Each pupil who is recorded on the school SEN support system has an inclusion plan (at the heart). For pupils likely to require a needs assessment, a SEN support plan is completed.

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

The school has a wide range of expertise and skills to support pupils with SEND. These include:

- A SENDCo with the nationally accredited SENDCo award
- All our class teachers hold qualified teacher status and all staff receive regular training on how to best support our pupils with SEND, for example autism.
- The school SENDCo is part of the educational psychologist and CEAT cluster group which meets regularly to share and build on expertise across the Local Authority.
- Additional adults have a wealth of experience and expertise

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

- Educational psychologist cluster meetings half termly

----- Click here to return to the front page -----

Working Together & Roles

- CEAT cluster meetings half termly
- Other external agencies: CAMHS, School nurse, community paediatrician, continence service, Occupational Health and physiotherapy
- Speech and Language therapy team
- Medical needs team
- Social care

The Cheshire East offer is available at <http://www.cheshireeast.gov.uk/livewell/livewell.aspx>

Before and after school care is provided by Astbury MereKats from 7:30am – 6pm.

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

Your child's Class Teacher is your first point of contact.

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

The school SENDCo is Miss P. Blythe

You can contact her through the school office admin@astbury.cheshire.sch.uk

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

The school governors have responsibility to ensure quality of provision across the school.

The designated governor for SEND is Mrs M. Sanders

The looked after children's governor is Mrs M. Sanders

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

We have school councils and children from Y3 – Y6 are elected onto these.

Pupil views are collected annually as part of the annual review

Pupil views are discussed annually before one of the SEN meetings.

Pupil voice forms part of the SEN plan as appropriate.

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

Be an active member of the PTFA

Help in a classroom (not your child's class) as a reader / helper

Read the school newsletter each week to find out details of meetings in school.

Log onto the school website and support your child in their learning each week as per the curriculum coverage for the term.

When there is a vacancy for a parent / carer governor – information will be sent to parents / carers about how to apply.

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

----- Click here to return to the front page -----

Working Together & Roles

Help and support is available through the Class Teacher, the Head teacher and SENDCo.

Appointment can be made to meet by emailing the class teacher or through admin@astbury.cheshire.sch.uk

The school can signpost to organisations for help and support, for example through the family hubs.

----- Click here to return to the front page -----

Inclusion & Accessibility

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

We aim to include all pupils in all aspects of the school including those outside the classroom.

Some pupils need a more personalised approach and need extra support at different times of the day outside the classroom.

Some pupils with more complex difficulties or medical needs, may need a key adult outside the classroom, this may include a meet and greet at the start of the day or a de-brief at the end of the day.

We carry out risk assessments for all off site activities including residential visits. If a pupil needs specific additional support, a individualised risk assessment will be completed which will be shared and discussed with parents / carers. A parent/carer may then offer to attend the visit if appropriate.

A first aider is included as part of the staff team on all off site activities.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

We have two small upstairs areas that are not used regularly by pupils. The school library is also upstairs – a small library can be

Are disabled changing and toilet facilities available?

Details (if required)

Yes

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

Details (if required)

Yes

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

Details (if required)

N/A

The school's accessibility plan can be found on the website www.astburyschool.org

Where translation is needed, we will endeavour to support this through the use of technology translation.

----- Click here to return to the front page -----

Transition

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

Please contact the school office admin@astbury.cheshire.sch.uk to make an appointment with the head teacher

The school admission policy is on the school website www.astburyschool.org

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

Please contact the school office admin@astbury.cheshire.sch.uk to make an appointment with the head teacher to show you around our school. Open days are advertised on the school website and on social media (facebook)

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)

Transition can be a difficult time for both you and your child and the family.

If your child is moving to another school we will:

- Endeavour to contact the SENDCo of the new school to share information
- We will transfer your child's records as soon as possible

If your child is starting in Early Years

- We would welcome contact from you when you are considering our school as your first choice of school.

When we know your child is joining our school we will:

- Meet with you and anyone else who can help prepare and support your child's move to our school
- Visit your child's pre-school setting and may put in extra visits
- Meet with you to discuss your child's needs and plan together how we can best meet your child's needs and make the transition successful.
- Work in partnership with you and other agencies to share information to ensure your child's needs are identified and met during transition.

If your child is moving to Y7

- We will support you when you begin to consider which high school will best meet your child's needs

When we know which high school your child is moving to:

- The high school SENDCo will visit our school to share information
- Where possible the high school SENDCo will be involved in any annual review in Y5 / Y6
- Extra visits may be arranged in consultation with your child, both schools and parents
- We will meet with you and anyone else who can help prepare and support your child's move to high school
- We will work with parents and agencies to share information
- We will transfer all records as soon as possible

----- Click here to return to the front page -----

Additional Information

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

Please look at the Cheshire East's local offer for further information about the support services available to help you and your family.

www.cheshireeast.gov.uk/localoffer

Cheshire East Information Advice and Support (CEIAS) are signposted to offer further advice and support <http://ceias.cheshireeast.gov.uk/home.aspx>

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

Reviewed in Feb 2026

To be reviewed in Feb 2029

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 a parent / carer is unhappy that we are making for their child, then they should initially approach the Class Teacher. If this does not resolve the situation, they should approach the head teacher / SENDCo. If this does not resolve the problem, they should speak to the SEN governor. Further advice can be found from CEIAS. <http://ceias.cheshireeast.gov.uk/home.aspx>

The school's complaints policy is available on the school website www.astburyschool.org.