

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



Our Local Offer for Special Educational Needs and/or Disability

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|--|--|
| Name of Setting | |
| Type of Setting <i>(tick all that apply)</i> | <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Early Years</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Primary</div> <div style="width: 33%;"><input type="checkbox"/> Secondary</div> <div style="width: 33%;"><input type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input type="checkbox"/> Maintained</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please Specify) <input style="width: 150px;" type="text"/></div> </div> |
| Specific Age range | 2-11 years |
| Number of places | |
| Which types of special educational need do you cater for? | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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. </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div> |

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.



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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?

At Underwood West Academy we believe in early intervention and work closely with parents and other agencies to identify children with SEND as early as possible in their journey with us.

Needs may be identified through:

- Ongoing support and observation by staff
- Regular conversations with parents and carers
- Termly meetings to review pupil progress
- Careful monitoring to identify any gaps in learning
- Sharing information with other settings when children move between schools

Concerns may be linked to a pupil's wellbeing, behaviour, emotional development, or learning progress against age-related expectations. These concerns are first shared with our SENDCo and Child Centred Team, who work closely with school staff, the pupil, and their family to provide appropriate support.

Discussions about the concerns raised centre on identifying outcomes for the child and considering the support needed to help them achieve these outcomes. This may include quality-first teaching in the classroom, targeted interventions, or referrals to external agencies where a higher level of support is required.

The SEND Team keeps a register of children who need extra support. This helps the school to regularly check how well children are progressing and to make sure the right support is planned, put in place, and reviewed regularly to make sure their needs are being supported.

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

If you are worried that your child may need extra help to access their education, please speak to your child's class teacher about this. Teachers are available at the end of the school day, but if you feel you would like to discuss your concerns at a different time, please request an appointment by email or call to the school office. Once you have shared your concerns, the class teacher may then consult the SEND Team for advice.

If you would like to contact the SENDCo directly, please telephone the school office to be put through or email on sendco@underwoodwest.cheshire.sch.uk.



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Identification

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

The School's SEND policy and other related policies and documents can be found on the school website



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Teaching, Learning and Support

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

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

Underwood West Academy is an inclusive mainstream school. We support children with a wide range of needs who are able to access the mainstream curriculum with appropriate differentiation and support. Our goal is for every child to take part fully in their learning. To support this, teaching and support are tailored to each child's needs, and our teachers and support staff receive regular training to make sure they can provide the best possible support for every pupil.

All teachers at Underwood West Academy are responsible for meeting the needs of the learners in their class. When children have special educational needs (SEND), teachers use their knowledge and experience of each child's strengths and areas of development to adapt their teaching and ensure inclusion. They ensure that gaps in each child's knowledge are supported, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all, and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of each child.

The SENDCo is available through visits to class, regular drop-ins or individual meetings with Teachers or with their class as a team meeting.

Each child's wellbeing and progress is securely tracked and monitored. Progress is discussed at regular pupil progress meetings and where need is evident, appropriate additional support is identified and will be implemented. Each meeting is overseen by a member of the Senior Leadership Team to ensure outcomes are recorded and actioned.

Where difficulties are evident in specific subjects, teachers will also draw from the knowledge and expertise of phase and subject leaders for support. Where difficulties are a result of Social, emotional or mental health needs (SEMH) teachers will seek support from the SENDCo and the Child Centred Team.

The SENDCo attends half termly consultations with the Cheshire East Autism Team, the Cheshire East Educational Psychology team and the Early Years Team. This is a meeting of professionals where the difficulties and needs of particular children can be discussed (with consent from parents/carers with parental responsibility), and strategies are identified and can be implemented via the child's plan in a timely manner.

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

Our school is committed to ensuring that all pupils receive high quality teaching and the support they need to achieve their best. The SEND budget is used carefully and strategically to meet the needs of pupils with special educational needs and/or disabilities.



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Teaching, Learning and Support

All class teachers are responsible for meeting the needs of every child through personalised learning. To support this, part of the SEND budget is allocated to class-based provision, ensuring that Quality First Teaching is embedded for all learners. This may include purchasing resources such as:

- writing slopes
- IT equipment
- sensory tools
- additional classroom resources that remove barriers to learning

When children require support beyond QFT, class teachers work closely with parents, SENDCo, the Child Centred Team and Subject Leaders. Together, they identify appropriate strategies and adjustments to help children to access their learning. If a child needs provision that goes beyond in-class strategies, they may be offered a targeted intervention outside the classroom. These interventions are funded through the SEND budget and are designed to meet clearly identified needs and outcomes. The SEND budget may also be used to fund additional staffing, such as teaching assistants, where necessary.

All funding is matched directly to the provision a pupil needs in order to make progress toward agreed outcomes, including:

- outcomes discussed with parents and teachers
- professional recommendations made at consultation
- outcomes specified in a pupil's Education, Health and Care Plan (EHCP)

The SEND budget is overseen by the Headteacher in partnership with the SENDCo and Bursar. Regular monitoring ensures that:

- funding is allocated appropriately
- resources are used effectively
- provision remains cost efficient and impactful

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?

At Underwood West Academy, we aim to meet the different types and levels of needs of children and young people with SEND using a Graduated Approach.



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Teaching, Learning and Support

When a child is identified as having SEND, the school acts to remove barriers to learning and provide the right support. This is done through a four-part cycle called Assess, Plan, Do, and Review, as set out in the SEND Code of Practice (0–25 years, January 2015).

- Assess: We gather information about the child's strengths, needs, and barriers to learning.
- Plan: We decide on the support and interventions that will help the child make progress.
- Do: The support is put in place by teachers, support staff, and sometimes specialists.
- Review: We check how well the support is working and make changes if needed.

This cycle is repeated regularly so that support is refined over time, based on a growing understanding of the child's needs. As the cycle continues, interventions can become more detailed, frequent, or expert advised, to make sure each child receives the support they need to make good progress and achieve positive outcomes.

At Underwood West we understand that we do not have the full picture and therefore we need to work in partnership with children and parents or carers and with other professionals to ensure we have a holistic view of each child. We strongly believe that the child and their parents and carers should be fully involved in this process

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/sen-and-disability-in-the-early-years/sen-support-the-graduated-approach.aspx>



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Teaching, Learning and Support

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

Underwood West Academy has a range of equipment and facilities to support children with SEND, such as differentiated manipulatives, visual aids, writing slopes, and a sensory room. The school SENCO makes decisions about how these resources are allocated based on the needs of individual pupils. Additional resources are purchased when needed.

If a child requires more specialist equipment, such as specialist seating or mobility aids, the SENCO works with relevant external professionals (for example, Occupational Therapists) to ensure the best options are chosen. Parents are involved in these discussions wherever possible.

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 have high expectations for every learner. Teachers monitor progress on a day-to-day basis and at regular assessment points. They quickly identify any areas where a child may not be making expected progress and provide additional support.

For children with significant needs, daily contact with families may take place, such as informal conversations at the end of the school day or through home-school communication books.

Formal monitoring of progress happens each term through Pupil Progress Meetings (PPMs) between class teachers and senior leaders. Information about pupil progress is shared with parents every term. Teachers will contact parents if any concerns arise.

Parents receive an annual school report and are also invited to termly parents' evenings.

For children with SEND, SEN Support Plans are reviewed termly with the SENCO, class teachers, and parents.

Children with Education, Health and Care Plans (EHCPs) will have an implementation plan which will be reviewed termly, and will also have an annual review of their EHCP.



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Teaching, Learning and Support

Parents are always welcome to request additional appointments to discuss their child's progress. As class teachers may not always be available at the end of the school day due to other duties, parents are encouraged to contact the school office to arrange a convenient time. This ensures that discussions can take place without being rushed and that privacy and quality time is dedicated to each child.

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

At Underwood West Academy, children's views are highly valued and play an important part in any plans about their education. children are supported to share their opinions in ways that suit them. For some children, this may mean attending meetings with professionals, while for others it may involve contributing through staff advocacy without being present at the meeting.

Children's views are gathered through discussions with familiar adults and are recorded in a way that is accessible to each child. These views are listened to and acted upon wherever appropriate, and feedback is given to the child once the next steps have been agreed.

When supporting a child to contribute their voice, we realise that conversations about their needs can be difficult and are very careful to ensure that their self-esteem is carefully considered and supported.

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 Principal, the SENDCo, and other members of the Senior Leadership Team are involved in monitoring pupil progress each term through Pupil Progress Meetings (PPMs). During these meetings, they evaluate how effective the support and provision for each child is.

Underwood West Academy works closely with other schools within our academy trust, which allows for shared monitoring and provides additional support for senior leaders to ensure rigorous review of provision.

The success of intervention programmes in school is monitored to ensure that they provide high quality outcomes and identify next steps to ensure progress is maintained and that the intervention remains good value for money. The individual opinions of children and parents regarding the effectiveness of support are sought regularly and collated to inform decisions about future provision.



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Teaching, Learning and Support

We use a password protected integrated information management system for all electronic data in school which highlights pupils' SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. Baseline and exit assessments allow the effectiveness of an intervention to be assessed against the child's progress.

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Keeping Students Safe and Supporting Their Wellbeing

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

Pupil safety is our top priority at Underwood West Academy.

- Access to the school is controlled by a coded front door system, which all visitors, parents, and carers must use.
- A computerised signing-in system is in place, requiring all visitors, parents, and carers to provide their details and read and accept the school's code of behaviour. Visitors are then given a badge to wear for the duration of their visit.
- Coded internal doors restrict access to the main building, keeping all areas secure.
- For our more vulnerable pupils, a meet and greet system is offered by a member of staff to provide additional support.
- For pupils who need a higher level of supervision, a detailed risk assessment is completed, shared with parents, and regularly reviewed by the Class Teacher, SENDCo, Safeguarding Team, and Senior Leadership Team.
- Information about pupils with SEND is shared with all relevant school staff.
- Where risks are identified, steps are taken to reduce them. For example, a child may be closely supervised during transitions between class and caregivers at the end of the day.
- In some cases, a risk assessment is completed to make sure specific events or behaviours are managed consistently and safely. This is shared with parents and reviewed regularly by class teacher and SLT
- Where a child may become dysregulated and pose a risk to themselves and others, a RAMP may be used to support a them to recognise their emotions and linked behaviours, to support regulation.
- A positive handling plan may be put into place if a child requires regular physical support from an adult. These plan is shared with parents and reviewed regularly.
- Alternative arrangements are made for the more difficult times of the day, such as additional supervision in the dinner hall or extra support during off-site events like trips or residential visits.



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Keeping Students Safe and Supporting Their Wellbeing

- Whenever there are areas of concern that could pose a risk, relevant staff are informed to ensure the child is always supported as appropriate to these concerns.

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

At Underwood West we understand that children join us with diverse experiences and personal situations and this can affect them in a way that is individual to them. We recognise that for some pupils, social and emotional factors can be complex, and therefore 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.

We are a 'No Outsiders' School. This programme is an inclusive education, promoting community cohesion to prepare children, young people and adults for life as a global citizen. The core message is 'All different, all welcome' and the focus belonging and inclusive language. The objective of 'No Outsiders' is to increase self-esteem, build resilience and educate on the Equality Act 2010. The programme is delivered within classrooms, through weekly assemblies and specific events.

All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult there are alternative arrangements at break and lunchtime where play skills can be actively taught or modelled by staff.

The Child Centred Team consists of the Deputy Safeguarding Lead/Child Centred Manager, ELSA, Mental Health Support Worker and Learning Mentor. They support children with their SEMH development through a range of interventions and resources. School has several staff in school that are trained in mental health first aid.

Each classroom has a worry box that allows all children the opportunity to share their worry with key staff and ensures the worry is responded to in a timely way.

Support can be offered to individual children or groups. It can be offered to siblings of children with SEND individually or in a sibling group. Our team can also work with parents individually or with their child.

To measure the development of self-esteem and confidence staff will speak with children, their teachers and their families. They will also observe children throughout their school day where Zones of Regulation are used and during interventions using tools such as, Anxiety diaries, Blob Tree, Mapping the Landscape. Specific assessment tools are also used, such as Boxall Profile and SDQs.



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Keeping Students Safe and Supporting Their Wellbeing

School offers a share hub which offers school uniform, essential everyday clothes, winter coats, seasonal items and baby food. The share hub is open twice a week to our families on a Tuesday morning and Thursday afternoon. A member of the Child Centred Team is available during this time should other support be needed or should families need signposting to other services of support.

School councillors are voted by the children in their class to represent them at half termly school council meetings. The aim of the meetings is to improving life in school for all. Appointment of councillors is carefully monitored to ensure inclusion.

Our Cultural Ambassadors all have previous experience of living in another country and/or speaking English as an additional language. They are all good communicators, kind and empathetic with strong emotional intelligence. They act as representatives of their culture, fostering mutual understanding and appreciation between diverse groups. They provide a supportive buddy system for all new to England starters to ensure they feel welcome, feel safe and well looked after in their first days and weeks especially.

<https://www.underwoodwest.cheshire.sch.uk/page/cultural-ambassadors/150329>

The school's Anti-Bullying policy can be found on the school website.

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

Staff undertake regular first aid training and are trained annually in the administration of rescue medication such as epi-pens and asthma inhalers. Where necessary. Training to address the specific needs of pupils is attended by staff working with that child and additional staff are trained as the child transitions through school. School staff have been trained in positive handling techniques.

Training to administer rescue medication such as EPI pens and inhalers is updated annually by the medical teams who oversee the medication for particular children in school.

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil needs are available to staff alongside academic data.



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Keeping Students Safe and Supporting Their Wellbeing

For children with more complex medical needs, the school creates a medical care plan in collaboration with parents, carers, and health professionals. These plans are stored alongside the pupil's medication. For children with medical conditions that may lead to emergencies, the school develops a clear and detailed emergency procedure plan in consultation with parents or carers and medical professional input, to ensure appropriate actions are taken during such situations.

The school will work flexibly to support Children with SEND who miss school due to unavoidable medical appointments or through illness. Support and opportunities to cover missed learning due to unavoidable medical appointments will be offered.

The school staff are experienced in helping pupils become independent in their toileting. They collaborate with families and, when necessary, seek advice from the continence service to address a pupil's toileting needs. Close adult supervision is provided to ensure the safety and dignity of all pupils during this process.

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

At Underwood West we understand the importance of supporting and nurturing every child's SEMH development as a priority.

We offer interventions through the Child Centred Team. We feel it is important that all children with SEND are given the opportunity to engage with staff as they need to. Where it is assessed as appropriate, a child will be offered emotional literacy support from our Child Centred Team.

The SENDCo and Child Centred Team actively seek advice and support for children and families from organisations such as School Health, Child Adolescent Mental Health Services (CAMHS), Local Family Hubs and will make referrals to request support or assessment in collaboration with parents.



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Keeping Students Safe and Supporting Their Wellbeing

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

Support is available to family's experiencing difficulties with behaviour and attendance. The Child Centred Team complete home visits, offer early help support and provide advice and guidance. Where appropriate families will also be signposted to other relevant agencies to ensure needs are met holistically.

Children who present with emotionally based school refusal can be supported through a child centred approach. This may include in school interventions such as looking at the barriers to coming to school, alongside supporting the families to understand and address the underlying emotional factors affecting attendance and encouraging parents to seek medical advice and evidence from the GP.

School celebrates children's attendance with Incentives both individually but also working together as a class for larger rewards.

Home-School communication books may be used where appropriate. These aim to support communication between home and school, to foster a better understanding of presenting behaviours and therefore help us to identify and implement appropriate strategies.



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Working Together & Roles

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

The class teacher is responsible for your child's learning and wellbeing at school and is the main point of contact for parents. They plan and teach lessons to meet the needs of all pupils and make sure any additional support is used effectively. Even when children take part in extra support or intervention groups, the class teacher remains responsible for their learning and progress.

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

The Principal oversees the day-to-day running of the school and ensures that all aspects of each child's education are in place. Supported by two Vice Principals.

The school SENCO coordinates support for pupils with SEND, may work directly with pupils or carry out assessments, and usually leads formal meetings such as annual reviews.

The child-centred team is made up of skilled and experienced staff who are trained to support children with their social, emotional and mental health (SEMH) needs. They work with individual children in a range of ways to support wellbeing. They tailored sessions in the Child Centred rooms, 'soft start' to the day support, drop-in sessions and regular check-ins with a child in class.

Our trained and experienced Emotional Literacy Support Assistant (ELSA) and Learning Mentors works with children to support their emotional wellbeing. ELSA/Mentor sessions help children develop skills such as understanding and managing emotions, building confidence, coping with worries, and developing positive relationships. Support is usually delivered through planned one-to-one or small-group sessions, guided by the needs of the child.

School has a team of highly skilled and experienced teaching assistants, they support children in class, work with small groups, and help deliver intervention programmes under the guidance of teaching staff.

Speech and Language Therapy is commissioned by school to provide their service directly to children during the school day. A child with a speech and language difficulty may be seen in school by the Speech and Language Therapist (SALT) and/or the Speech and Language Therapist Assistant (SALTA) following referral to and assessment from the SALT service.



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Working Together & Roles

From time-to-time other professionals may visit school to observe or meet with particular children or groups, with parental consent.

This could include

- Educational Psychologist
- Cheshire Autism Team
- A Social Worker or a Family Support Worker.
- A member of the Cheshire East Early Years Team.
- School Health Team

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?

We use a password protected integrated pupil tracking system for all electronic data in school which highlights a child's SEND and medical needs to Teachers, pastoral staff and SLT who log into the system. This system is linked to our registration and assessment tools meaning that information about a child's need is visible to staff alongside academic data. All class teachers and any key workers involved with the child will be given a copy of the SEND or EHC plan and there are regular opportunities to discuss the content of these at termly SEN meetings with the SENDCo.

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

All school staff have a good awareness of SEND through regular staff meetings, twilight training and individual training opportunities. The SENDCo runs regular meetings with staff to provide support relating to specific needs of children within their class.

The SENDCo is a member of the SLT and holds the National Professional Qualification for SENDCo qualification from The University of Chester and PGCert SEN.

The Principal as Behaviour Lead has attended relevant training and has facilitated whole school training for all staff across school.



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Working Together & Roles

All Teaching Assistants have been trained in a range of interventions including Fluency in Reading, Precision Teaching, Peg to Paper, OTTO, Colourful Semantics, Bucket Time.

Adoption Team, Cheshire Autism Team and the Educational Psychology Team deliver specific training to school to ensure we are able to support children with specific needs.

The staff engage in regular Speech and Language Therapy training.

Specific medical teams such as Asthma nurses or Epilepsy nurses visit school to train staff on specific medical interventions or strategies when working with particular children.

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

School work closely and collaboratively with outside agencies to enhance the support that we provide to children such as

- Educational Psychologists
- SALT
- CEAT
- Family Hubs
- School Health
- Cheshire East SEND Team
- Cheshire East EY SEND Team

The SENDCo and SLT regularly organise multiagency meetings to ensure collaboration with school, agencies, parents and children when assessing and planning to meet needs.



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Working Together & Roles

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

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

The school's SENDCo is also available to support you in matters relating to SEND.

The schools Child Centred Manager can help to support with any social and emotional difficulties your child may be experiencing and signpost to the most appropriate support for you and your child.

Contact details can be found on the school website.

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

The Special Educational Needs Co-ordinator is Donna Sherratt. She can be contacted by telephoning or visiting the main office or by email sendco@underwoodwest.cheshire.sch.uk

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENDCo take place to ensure that all pupils make progress.

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

Pupil voice is integral to any assessment or plan to support their education. The way this is collected is dependent on the ability of each individual and can include Written, recorded audio, pictorially capturing of their voice, wishes, feelings, emotions etc

Our school council represent the voice of the children in their class during half termly meetings.



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Working Together & Roles

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

Parents are encouraged to volunteer in school to support with regular classroom based activities such as listening to children read. Parents are also encouraged to support the running of the school's onsite community share hub and volunteer at the Bread and Butter Thing held at Family Hub. Parents are also encouraged during EYFS and KS1 to support as volunteers on school visits.

School has places for two parent governors on its Local Academy Committee and these are advertised when there is a vacancy and then nominations are sought with a voting system implemented should there be more than one candidate.

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

Support with completing forms can be offered by a number of staff, dependant on the nature of the form. Please contact the school office in the first instance and an appropriate member of staff will contact you in response.

Our staff have a wealth of knowledge and experience of supporting children and families. If you have a question or feel that you need specific advice or guidance, please speak to your child's teacher or contact our school office, who will direct you to the relevant member of staff.

Our website offers information and links to other agencies and services to support children and their families.



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Inclusion & Accessibility

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

Our free Breakfast Club is available every day from 8am until 8.45am. It provides children with a breakfast of their choice and a warm, safe start to their school day.

For a small cost, we offer an after-school club provision until 17.30 every day, where Children come to play with a range of toys and games and enjoy a warm snack.

We offer a range of extra-curricular activities which can be attended by all children

<https://www.underwoodwest.cheshire.sch.uk/page/clubs-and-wider-opportunities/150336>

Our trips and visits reflect our vision to inspire exciting futures and our curriculum drivers of community, knowledge and understanding of the world and aspiration. All children from Reception to Year 6 will take part in visits or visitor presentations each year.

These trips/visits have been carefully planned by teachers to enhance the curriculum being studied and provide an enrichment opportunity for the children.

In addition, we offer Key Stage 2 children the opportunity to engage in residential visits which offer a host of different experiences extending the curriculum offer furthermore.

We welcome help and support from our parents in any way they feel they can contribute. For example, listening to readers, supporting in the hub, accompanying on trips or helping at events such as our fetes.



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Inclusion & Accessibility

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)

There are a number of accessible toilets across the school buildings

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

Details (if required)

There is car parking available on the school car park for blue badge holders.

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

Details (if required)

Additional Points:

Our Accessibility Plan, Equality Policy, SEND Policy and SEND information policy, can be found on the school website.

<https://www.underwoodwest.cheshire.sch.uk/page/policies/127189>



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Transition

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

In the first instance you should contact the school office to discuss your child joining Underwood West Academy.

<https://www.underwoodwest.cheshire.sch.uk/>

Bursar@underwoodwest.cheshire.sch.uk

[01270 260580](tel:01270260580)

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

Open days take place each term and on an individual basis as requested.

Visits can be requested by contacting the main office.

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)

Transition meetings will take place for all new starters

Transition days and meetings will take place with staff from the current stage and the next stage. Moving up sessions will be available in the new stage for each child. This is inclusive of all primary years and transition to high school from primary.

Staff will have meetings with next stage staff to ensure all key information is shared with new class/setting



Our Local Offer for Special Educational Needs and/or Disability



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Additional Information

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

The SENDCo and Child Centred Team have a wealth of knowledge about services that can support families of children with SEND. We signpost families to relevant services and make or support referrals in collaboration with parents.

External support:

- Cheshire East Information, Advice & Support (CEIAS): <http://www.ceias.cheshireeast.gov.uk/home.aspx>
- Cheshire East Parent Carer Forum: <https://www.cepcf.org/>
- Cheshire and Warrington Carers Trust - Support for Parents/Carers who have children with additional needs (no diagnosis necessary) Further Information
- The Triple P – Positive Parenting Programme - <https://www.triplep-parenting.uk.net/uk/triple-p/?cdsid=fkh9ep1jhhrev0j5dbmafpicfs>
- Togetherness online learning pathways – togetherness.co.uk/learn (free access use access code WHEATSHEAF)
- Just Drop In Sleep Workshop: <https://www.justdropin.co.uk/sleep/>
- Cheshire Autism Practical Support - <https://www.cheshireautism.org.uk/>
- Space4Autism 'Open Space' Support Sessions - <https://space4autism.com/open-space/>
- ADHD Foundation - <https://www.adhdfoundation.org.uk/>
- Developmental Language Disorder (DLD) - <https://radld.org/>
- Developmental Co-Ordination Disorder (Dyspraxia) - <https://dyspraxiafoundation.org.uk/>
- Royal Society for Blind Children (RSBC) - <https://www.rsbc.org.uk/>
- National Deaf Children's Society (NDCS) - <https://www.ndcs.org.uk/>
- Bladder and Bowel UK - <https://www.bbuk.org.uk/children-young-people/resources-for-children/>
- Mental Health Support for Children and Young People: <https://www.mymind.org.uk/>
- Young Minds - <https://youngminds.org.uk/>
- NHS Support for children with disabilities - <https://www.nhs.uk/livewell/childrenwithalearningdisability/pages/education.aspx>
- Caudwell Children Short Breaks Activities, parenting support, resources and more <https://www.caudwellchildren.com/families>
- Cheshire East information and Support Service for parents <http://www.ceias.cheshireeast.gov.uk/>



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Additional Information

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

This information stands as of 28th January 2026 and will be reviewed and updated annually.

Where can I find the Cheshire East Local Offer?

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?

Follow the Complaints Policy on the school's website

We encourage parents to address any worries or concerns promptly – initially with the class teacher and then with the SENDCo. If they are unable to reach resolution, the issue can be discussed with the Senior Leadership team. In the vast majority of cases, through discussion, resolution can usually be found. However, if after discussing your concerns with the academy you remain unhappy with any aspect of our performance, our complaints procedure can be found on our website.