

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



"Guided by faith, nurturing hearts and minds"

Stapeley Broad Lane CE Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Stapeley Broad Lane CE School
Type of Setting (tick all that apply)	☒ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☒ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☒ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	Primary 3 - 11
Number of places	222
Which types of special educational need do you cater for? <i>(IRR)</i>	☒ We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

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

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

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

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Identification	
How will you know if my child or young person needs extra help? (IRR)	
As a school team we use our wide range of experience to help us identify those pupils who may need extra 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, SENCO and Head Teacher about pupil's 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 wellbeing. ○ Talking to parents and listening to their concerns or worries. ○ Talking to the pupil and listening if they say they need extra help or have worries. ○ Use of the Cheshire East SEND toolkit to identify needs and next steps. ○ Liaison with any other professionals such as health professionals. ○ Talking to any previous school or any prior education setting the pupil may have attended.	
What should I do if I think my child or young person needs extra help?	
If you think your child needs extra help you should: ○ Speak to the class teacher and make an appointment to speak to him or her after school. ○ The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan next steps where it is needed. ○ You can contact the SENCO directly by making an appointment with the school office.	
Where can I find the setting/school's SEND policy and other related documents? (IRR)	
○ Please visit Stapeley Broad Lane school website (www.stapeleybl.cheshire.sch.uk) ○ The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils.	

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Teaching, Learning and Support

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

- The school teaches pupils with SEND in accordance with the Cheshire East area wide offer (see CE website)
- We are an inclusive school and aim to provide a learning environment which will meet a wide range of differing needs.
- We have a wide range of expertise and skills which support the teaching, learning and support for pupils with SEND across the school day.
- We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a very personalised approach to learning across the school day; other pupils will need learning differentiated to meet their particular needs whilst still providing challenge and support.
- Planning for SEND pupils is done by the individual class teachers and includes Ordinarily Available Inclusive Provision (OAIP).
- Parents are invited to meet with the class teacher at least three times a year to discuss provision and impact.
- Additional adults or key people are used flexibly across the school and may be in a class to support an individual or groups of pupils, or may be supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupils' independence across all areas of learning and the school day.
- We may 'buy-in' additional specialist advice and support.

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 adapt the learning environment to ensure all pupils can access their learning at an appropriate level. This may mean that learning, and the school environment, is differentiated or personalised to meet specific needs. It may mean that specialist equipment or adaptations are put in place or that the learning is differentiated to account for specific individual needs.
- We seek professional advice from other agencies, such as the Cheshire East Autism Team to help us match the curriculum and learning environment to a pupil's needs.

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

- The Head Teacher decides on the budget for special educational needs in consultation with the school governors taking into account past additional needs.
- The Head Teacher and the SENCO regularly review the provision for special educational needs across the school and make changes if they are needed.
- Resources for pupils with special needs are, as far as possible, met from the school budget.
- The resources are allocated on a needs basis. Resources may be specialist equipment, additional adult support or outside agency support.
- Some pupils' needs will be very complex and they may need a key person at various times across the school day.
- The Head Teacher and SENCO strategically manage the SEND budget. The budget and its allocation is regularly reviewed over the year to meet any changes in pupils' needs or resources available.
- Where a pupil's needs are more complex, and it is felt that additional funding is needed to meet his or her needs, this will be discussed with parents at the regular review meetings and consideration will be given to making an application for an Education Health and Care Needs Assessment (EHCNA). If parents

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Teaching, Learning and Support

agree, then the school will work in partnership with parents to apply to the local authority.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

- When a pupil is first identified as needing additional in-class support, parents will be invited to meet with the class teacher and a discussion form and/or a First Concerns form will be completed. Pupils requiring significant additional support from school and external agencies then parents will be invited to meet with the class teacher, where SEND support paperwork will be completed. If the Class teacher deems it necessary, the SENDCO may be invited to join the meeting.
- During the meeting, the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed. These will be shared with the pupil and his or her views will be included in the decision.
- The school has a wide range of expertise and understanding about the type of support a pupil may need; if there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes then outside expert help will be sought.
- All resources, training and support are reviewed regularly and changes made as required.

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

If any specialist equipment or facilities (e.g. scribes) are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a teacher of the deaf or occupational therapist. Where possible this will be met from within the school budget. Some specialist equipment can be secured on loan from specialist agencies and across Cornovii Trust.

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 it is formally reviewed by the Head Teacher, Deputy Head Teacher and SENCO.
- The SENCO and class teacher continually monitor the progress and support for pupils with special educational needs and if either is concerned about any aspect of your child's progress, they will contact you to discuss it.
- Pupils with SEND are offered two Parents Evenings each year. In addition, parents of children with SEND will also be invited to meet the class teacher and SENCO termly to review progress and plan next steps.
- Pupils with an Education Health and Care Plan (EHCP) will have a formal Annual Review each year in line with statutory requirements.
- If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher or to make an appointment to speak to the SENCO.
- You are welcome to contact the SENCO if you have any questions or concerns.

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Teaching, Learning and Support

- There are assessments which are statutory and you will receive these at the appropriate time for example, EYFS (Early Years Foundation Stage) baseline, SATs.
- If the teacher or SENCO has any concerns or worries during the year then they will contact you at school, via planner or a phone call.
- Some pupils and their parents benefit at times from a home school contact book and this can be arranged if appropriate.
- When a pupil first comes to school or has perhaps had a challenging time, Individual daily face to face feedback may be needed for a short time.
- All pupils receive an Annual Report in the summer term.
- Informal communications from class teacher to parents can be made via the pupil's planner (a communication book that is given to every child and used to communicate between home and school)

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.
- Pupil voice (School Council) meets regularly.
- Through our marking policy we identify areas of progress and areas that need further development; pupils are given time to read and respond to the comments or work with an adult to address misunderstandings.
- Across the year we talk to pupils about their learning and plan next steps with them.
- All pupils with an SEN Support plan complete pupil voice documents to actively contribute to and inform their individual plans.
- As part of the Annual Review process (for pupils with an EHCP), pupils are encouraged to reflect on their year. Their thoughts are formally recorded, and they may be invited to attend part of the review meeting, where appropriate.
- Asking pupils about their learning and how they learn best is often key to their progress.

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

- The Head Teacher and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
- We plan the support for SEND pupils through a costed Provision Map.
- We run termly SEN Evaluation Days with teachers and SENCO to review progress and plan next steps.
- The success of any intervention programmes are monitored closely and to ensure that they are both effective and good value for money.
- The school works with the Cornovii Trust to monitor and reflect on the effectiveness of provision. We share ideas and practice.
- The SEN Governor maintains an overview of the school's provision through meetings with the SENCO.

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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?

- We follow the schools [safeguarding policy](#) to ensure the safety and welfare of all pupils at all times.
- We aim to include all children fully in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and need extra support at different times of the day. To ensure they stay safe and to support their well-being we may, for example, provide an alternative quieter space at playtimes and provide a quieter place than the hall to eat their dinner at lunchtimes.
- Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom; this may include a personalised meet and greet session each day, or a personalised debrief at the end of the day, or the support of a care plan.
- We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and wellbeing, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named adult is included on the trip for the pupil.
- There is always a first aider included as part of the staff team for all off site activities.

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

- Our school is a nurturing and inclusive school and all staff are part of the pastoral support system.
- We understand that pupils with SEND can face many challenges which may impact on their overall wellbeing and they may need extra pastoral support. After discussion with the pupil we may name a key person to add an extra point of contact and support or we may provide social skills opportunities/peer mentoring.
- Developing friendships can be challenging and to support this we offer a range of different social skills activities which are often personalised to meet individual needs.
- We do not tolerate bullying in our school and we follow the procedures in our school policy.

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

- The school has an administration of medicines policy which can be accessed on the school website (www.stapeleybl.cheshire.sch.uk)
- If medication is prescribed by the Doctor to be administered at school a request form must be filled in at Reception and signed by the Head Teacher (also available on the school website).
- We work closely with the School Nurse and if medication needs to be taken over time in school, then a care plan is put into place after discussion with the

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Keeping Students Safe and Supporting Their Wellbeing

school nurse, parents and staff.

- We have yearly training on the administration of Epi pens and would seek an extra training session if needed to address any other specific needs that a pupil may have.
- We update staff on any medical changes on a regular basis.
- If a pupil needs any personal care then a Personal Care Plan will be developed with the support of parents, medical professionals (such as the continence service and school)
- Where possible the pupil's views will also be included.
- We review all personal hygiene plans to ensure we respect a pupil's privacy and dignity.
- We would ask parents to inform school if a pupil has time off for medical appointments and we will record this absence as 'medical'. A short request form is available from the office.
- All staff are trained First aiders who regularly undergo training. There is always a first aider included as part of the staff team for all off site activities.

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.
- We have a strong PSHE (Personal, Social, Health and Economic) curriculum and use My Happy Mind as part of our universal offer.
- The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor may be chosen to fulfil this role.
- Advice from outside agencies is sought as appropriate.
- We may arrange support such as social skills group, reflection time, meet and greet, personalised learning or a buddy system if appropriate.
- We have two ELSAs (Emotional Literacy Support Assistant) to support pupils' emotional wellbeing on a one-to-one basis.

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

- We have a positive approach to supporting and developing good behaviour through our school behaviour system.
- Our Behaviour policy can be found on our website: [Stapeley Broad Lane Primary School: Policies & Procedures](#)
- We recognise that challenging behaviour is not a special educational need, but we also recognise that some pupil's behaviour with special educational needs may need extra support and understanding. Parents are involved in identifying and discussing specific issues and a RAMP (Reducing Anxiety/Anger Management Plan) is written to support the child and the adults who work with them.
- If there is a risk of exclusion, parents are fully included in all aspects of the process and outside agencies will be contacted for advice.

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Working Together & Roles

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

The role of the class teacher is:

- Deliver quality first teaching (QFT) and OAIP (Ordinarily Available Inclusive Provision) that meets the needs of all pupils
- Monitor and check progress across the year
- Serve as the first point of contact for parents.
- Have overall responsibility for pupils' learning and their day-to-day well-being in school.
- Ensure the school SEND policy is followed in the classroom.
- Listen to specialist advice and adapt teaching and learning as advised.
- Plan with any additional adults or key people the implementation of any extra support or intervention.
- Discuss with the SENCO any additional/extra help your child may need.

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

- Our SENCO Mr Philippe Blenkiron will coordinate any further support needed and monitor the effectiveness of provision
- Teaching Assistants – they may work in small groups within the class or run intervention programmes under the guidance of the teaching staff
- Key worker (Education, Health and Care Plan). Pupils may work with different adults throughout the day.
- Outside agencies, who are specialists in supporting pupils with a range of needs and might work individually with pupils or advise other staff (Parental consent required for regular planned contact).
- The school nurse (parental consent required for any contact)

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 SENCO shares the EHC plan with key staff and helps plan with staff how the outcomes can be achieved.
- Staff are regularly updated about any significant changes to provision through staff formal and informal discussions.
- Where extra help is needed other agencies, such as the speech therapist, are asked to advise.

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Working Together & Roles

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 SENCO in school.
- A wide range of experience working with children with SEND.
- Experienced and highly skilled TAs who run and tailor intervention programmes to the needs of the pupils.
- Staff who are qualified to plan and deliver a range of intervention programmes.

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 psychologists cluster meetings are held half termly.
- Cheshire East Autism Team cluster meetings are held half termly.

Support and advice is sought and implemented from external agencies to ensure any barriers to success are identified and responded to. These include the:

- Educational Psychologist
- Cheshire East Autism Team
- Child and Young People Mental Health Services (formerly CAMHS)
- Speech and Language Therapy Team
- Occupational Therapists
- GPs or Paediatricians
- Play therapist
- School Nursing Service
- Sensory and Processing Occupational Therapy Support Service (SPOTSS)
- Early Help Front Door and other LA provided support
- The Cheshire East Local Offer is available at: www.cheshireeast.gov.uk/localoffer

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

- The first point of contact is the class teacher
- Or you can contact the SENDCo, Mr Philippe Blenkiron, to make an appointment - this can be made via the office

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

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Working Together & Roles

The SENCO is Mr Philippe Blenkiron. You can contact Mr Philippe Blenkiron via the school office (01270 906124 or senco@stapeleybl.cheshire.sch.uk)

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

- The SEND Governor is Ms Sarah Renshaw.
- 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 SENCO take place to ensure that all pupils, including those who are looked after, make progress.

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

- Pupil voice is very important and valued in our school.
- We have a School Council and opportunities for various other responsibilities across the school.
- We formally record the pupil's thoughts before each Annual Review and this forms part of the official review process through their key worker.
- Where possible we invite pupils to come into the Annual review meeting so they can share their ideas and viewpoint.
- Pupil voice is collected Annually in the SEN Support Plan.

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

- School has an active Parent, Teacher Association (PTA) who regularly meet to discuss and organise fundraising events for the school.
- Parents are welcome to volunteer at school and work with a class. Parents would need to complete a DBS check.
- Parents are able to become a Parent Governor when vacancies become open.
- Parents are invited to Curriculum Evenings, Class Worships and other school events.

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

- We recognise that, as a parent of a child with SEND there can appear to be a lot of paperwork. The SEN team in school, led by the SENCO, provides support to parents as required. This might include 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 newsletter, website and via a termly parent partnership magazine.
- Parent Partnership can also support parents where necessary.
- Some SEND pupils may travel to/from school by bus, in these cases we liaise with parents and staff to ensure pupils are safely escorted onto the bus.

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Inclusion & Accessibility

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

- As an inclusive school setting we seek to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips, residential visits etc. Therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips or ensuring reduced adult to pupil ratios to address particular medical needs.
- We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential).
- We offer before and after school onsite provision run by School.

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 offs? ☒

Details (if required)

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

Details (if required)

Additional Points:



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Inclusion & Accessibility

- The school's Accessibility Plan is available on the school website.
- We communicate with those whose first language is not English through a bi-weekly newsletter and an interpreter where necessary.
- The school communications on a regular basis using text, email, newsletter and phone calls.
- Specialist IT software or Apps are available and used within the school.

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Transition

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

For information about entry please email the main school office (admin@stapeleybl.cheshire.sch.uk) who will discuss the entry process with you, or visit the Cheshire East website for general admissions.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

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

Parents are encouraged to visit the school and should ring the school office to make an appointment with the Head teacher and SENCO.

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 your child and the family.

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

- Arrange for you to look around the school, including 2 transition sessions.
- Our staff will aim to visit the pre-school setting and may put in place extra visits with key workers.
- Meet with you and anyone else who can help prepare and support your child's move to our school.
- Discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- Decide together whether we need an inclusion plan.
- Work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition.

When we know your child is joining our school in other year groups we will:

- Arrange for you to look around the school including whole day visits to meet the class teacher and pupils.
- Meet with you and anyone else who can help prepare and support your child's move to our school.
- Discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- Decide together whether we need an inclusion plan.
- Work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during

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Transition

transition.

When your child is leaving our school to continue education at high school.

- Where possible the High school SENCo will be involved in any Annual Reviews in Year 6.
- 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 the school.
- We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and transition between schools is successful.
- We will transfer all records about your child as soon as possible.

If your child is moving to another primary school we will:

- Endeavour to contact the new school's SENCO and share information about any special arrangements which have been in place to support your child's learning and inclusion.
- We will transfer all records about your child as soon as possible.



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Additional Information	
What other support services are there who might help me and my family? (IRR)	
Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family www.cheshireeast.gov.uk/localoffer Parent Partnership are signposted to offer further support https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx	
When was the above information updated, and when will it be reviewed?	
This school report was updated in September 2026. It will be reviewed in September 2027.	
Where can I find the Cheshire East Local Offer? (IRR)	
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 is unhappy with the provision that we are making for their child, then you should initially approach the class teacher. If you are still unhappy share your concerns with the schools' special educational needs coordinator (SENCO). If this does not resolve the problem, then the parent should speak to the Head teacher. If the parent still does not feel their concern has been dealt with then we advise that they seek advice from Parent Partnership, and consider accessing and using the school complaints policy which is available from the school website or the school office.	



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Stapeley Broad Lane CE Primary School

SEN Information report

Mission Statement

Our school is committed to ensuring that our school is a place “where every child matters”

We achieve this through our aims and vision:

Our Vision is for our children to be happy, well rounded individuals who have a love of learning through which they achieve and progress.

We want them to enter the wider world as:

- Confident and positive individuals with Christian values and spiritual awareness
- Responsible citizens able to make a positive contribution to society
- Adaptable individuals in an ever-changing world
- Life-long learners who achieve their maximum potential

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It promotes Christian values through the experience it offers to all its pupils.

Accessibility and Inclusion

- The school was built in 1854 and enjoys relatively new purpose built facilities that conform to current requirements. It is a single level structure with most entrances accessible by wheelchair with disabled parking space on the car park. There are two disabled toilets. The corridors in the older part of the building are narrow in places and may pose access problems for wheelchair users.
- There are two marked disabled spaces on the school car park.
- It has one entrance for wheelchair users leading to the front office and main entrance.
- All doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary to ensure full access for pupils and parents with disabilities.



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- A before (from 7.30am) and after-school club (to 6pm) is available for all pupils. Parents pay for the sessions attended.
- Doors are opened at 8.45am. Classes line up and are escorted into school by staff to help avoid too much congestion.
- The school has two disabled toilets for wheelchair users and disabled people to use if required.
- The school's website front page is kept up-to-date with information.
- Copies of the weekly newsletters are sent home to parents via e-mail and uploaded onto the school website.
- Detailed curriculum plans are uploaded to the website.
- Where and when required, paper copies of letters are sent home with pupils.
- All parents are included on our text messaging service.
- All relevant policies are uploaded to the school's website.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom. The school has a range of ICT programmes for pupils with SEN in addition to interactive whiteboards installed in every classroom and there is a class set of laptops.
- Classrooms are 'child friendly' with resources labelled clearly.
- Visual timetables are used in all classrooms.
- Colour overlays are available where required and when diagnosed by a qualified optometrist.

Special Educational Needs for which provision is made at Stapeley Broad Lane CE Primary School.

- Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Further details can be found in our school's policies.
- Our school makes provision for children whose needs fall into the following categories:
 - **Cognition and Learning** e.g. dyslexia
 - **Communication and Interaction** e.g. Speech and Language, autism
 - **Social, Emotional and Mental Health difficulties** e.g. Social skills, behaviour
 - **Sensory and or Physical Needs** e.g. hearing impairment
- Our school has a SENCO and the needs of the children are carefully considered and supported by teaching assistants and our SENCO as appropriate.
- Each class has the support of at least one teaching assistant and we employ an HLTA dedicated to supporting pupils with SEN.
- Our Teaching Assistants specialise in special needs and have significant experience supporting children with academic and social, emotional and behavioural difficulties.



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- Children can be screened for literacy difficulties and assessed by outside agencies and specialist teachers known to the school. School will work with families where a more detailed assessment is needed.
- The school has a dedicated TA supporting Social, Emotional and Mental Health difficulties.
- Teaching assistants have been externally trained in specific speech and language, mathematics, dyslexia and attachment programmes and deliver these in school.
- The school supports our SEN provision by buying in additional SEN support when required.

Children with medical needs

The school supports children with medical conditions in line with the Statutory Guidance "Supporting Pupils at school with medical conditions" (April 2014). Our "Medicines in School" and Asthma policies were reviewed and re-written following advice from parents with medical expertise.

- The school has disabled toilet facilities and is accessible for children with SEN or a disability. We make reasonable adjustments where appropriate to meet the needs of all of our children.
- Parents of children with long-term conditions and special medical needs meet with the SENCO and key staff to discuss their child's care and the management of their child's condition within school.
- Care plans are passed on to the relevant Class Teacher and the master copy is kept in the school office, along with any necessary medication.
- The school nurse and other NHS professionals will access the school regularly, i.e. for Reception and Year 6 height and weight checks; Reception hearing and sight checks and to provide advice for staff with regards to pupils with long-term conditions and special medical needs.
- All staff receive Epipen training when necessary. Some teachers have received Diabetes training. All teachers and TAs have appropriate first aid training.

School's policies for the identification and assessment of pupils with SEN.

At Stapeley Broad Lane CE Primary School all children are assessed:

- Early identification is vital and outside agencies can help advise on the provision of intervention strategies.
- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCO assess and monitor the children's progress in line

with existing school practices

- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and



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support.

- The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- When sitting examinations (SATs) children with SEN can be supported 1:1, have timed breaks, be granted additional time subject to meeting set criteria by STA, and sit exams in a quiet setting in a small group to aid concentration.
- The school operates a provision map in place to plan out intervention and support.
- The SEN provision map records the type and duration of the intervention a pupil is receiving, pupils' progress throughout the school and how much progress individuals make following interventions. The school's pupil tracker also tracks progress and provides data which monitors pupils receiving the Pupil Premium as well as pupils with SEN.
- Termly pupil progress meetings take place between the Senior Leader Team and all class teachers to track, monitor and discuss pupils' progress.
- The SLT and SENCO discusses the progress of pupils with SEN at least termly and the SENCO reviews the provision map accordingly (e.g. deploying additional adult support and resources).

The school's arrangements for assessing and reviewing the progress of pupils with SEN

- Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.
- All children's attainment and progress is assessed and reviewed each term in pupil progress meetings.
- School Focused Plans are produced termly or half termly depending on individual pupil circumstances.
- All Support Plans targets are discussed and agreed with parents, at parents' evening meetings or in individual meetings; and with children as appropriate.
- Parents of children with EHC plans are invited to annual reviews to discuss their child's progress and future support; they receive copies of all relevant paperwork concerning their child
- Pupils are also asked to make a contribution to the review when and where appropriate.
- We have a named governor for special educational needs who meets with the SENCO termly to report to the governing body.

The school's approach to teaching pupils with SEN

- The curriculum is well-organised and imaginative, providing effective learning opportunities for all pupils, including those with SEN. It promotes positive behaviour and safety, and the experiences contribute well to the children's achievement and to their moral, spiritual and cultural development.



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- When planning and teaching the National Curriculum, all teachers **must** set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.
- All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.
- We believe in setting high expectations and provide opportunities for all to achieve.
- We take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.
- We pay due regard to our duties under the Equality Act of 2010.
- For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.
- The Children and Families Act 2014 places a duty on our school to support children with medical conditions (supporting pupils with medical conditions – April 2014).
- We have individual care plans for children with medical conditions. Where children also have SEN, we co-ordinate their SEN needs with their care plans.

Children with SEN

Teachers **must**:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning
- engage the pupil in the learning process This is monitored by the SLT.

Children with disabilities

We ensure pupils with disabilities are able to participate fully and effectively in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. We make reasonable adjustments under the Single Equality Duties and ensure that pupils with a disability are not treated less favourably than others.



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The school also has an accessibility plan.

Teachers **must**:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

All classes in our school are single aged however children may be grouped according to their ability for some activities. This allows children to access work at the correct level and to ensure effective teaching and learning. Teachers identify where adult support maybe required. Assessments inform teachers of progress and teachers will move children between groups accordingly.

How the school adapts the curriculum and learning environment

Teachers adapt the curriculum/learning environment in different ways:

- Grouping – small group/1:1/ability/friendship/peer partners/intervention group
- Content of teaching objectives
- Outcome
- Lesson format – thematic units/games, simulations, role-plays, discovery learning
- Pace of the lesson
- Materials
- Location
- Alternative recording methods – scribing, use of ICT, mind-mapping, photographs
- Support level
- Learning environment

Additional support for learning that is available for pupils with SEN

Many interventions are used in school which may include:



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- Numeracy intervention (groups and 1:1 TA or teacher support)
- Literacy intervention (groups and 1:1 TA or teacher support)
- Additional phonics or reading
- NELI – Early Language Programme
- Numicon
- Extra reading sessions
- Fine/gross motor skills intervention including physio where appropriate
- Speech and language intervention
- Social skills groups
- Emotional and behavioural support groups or 1:1 sessions (nurture)
- Literacy difficulties screening and strategies
- Emotional Literacy Support Assistants (ELSA)
- Educational Psychologist for assessments and strategies Other support could include:
- Special booster clubs
- Use of ICT (laptops etc)
- Colour overlays (when diagnosed by a qualified optometrist)
- Teaching Assistants are utilised throughout school to support individuals; support groups within classes; provide intervention group work

Information about the expertise and training of staff:

- Staff are consulted about their CPD needs and training is provided as appropriate
- All staff are trained every 3 years on Safeguarding/Child Protection – (Safeguarding Policy is available on the school's website)
- Relevant Staff undertake external courses provided by LA
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.



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- Diabetes and Epipen training will be provided by the School Nurse or other NHS professionals when necessary to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- Relevant staff access Early Years training
- Specific training is accessed as appropriate e.g. speech and language, social story training; interventions such as phonics, ELSA
- All staff are trained in Emotional Health and Wellbeing strategies, with a core group of teachers and teaching assistants trained in small group interventions. We have an ELSA trained Teaching Assistant. The Social, Emotional Well-being group meets regularly to monitor the provision and its impact on pupils.

Activities available for pupils with SEN in addition to those available within the curriculum

- Stapeley Broad Lane CE Primary School operates a daily before school and after School club. Numbers are restricted but all children and age-groups are welcome. Parents pay for sessions. 'One-off' sessions can be booked as long as the parent has registered with the club and there are places available.
- There are opportunities for pupils to take part in weekly lunchtime and after school clubs. Extra-curricular activities which are available are varied and are listed on the school's website.

Support that is available for improving the emotional and social development of pupils with SEN

- Stapeley Broad Lane CE Primary School is a nurturing environment. All staff know all children extremely well and have been trained in whole-school strategies to support emotional health and well-being.
- Small group interventions are provided to identified pupils to support EHW
- Children new to school are always allocated a buddy to help to induct them into school life.
- PSHE is embedded in all school life through Collective Worship and our ethos; behaviour is consistently outstanding; anti-bullying week is established
- Teaching assistants under the direction of the teachers and the SENCo work with groups of children to help with social, emotional and behavioural skills. This includes nurture groups and social games



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- Lunchtime supervisors organises co-operative playground games
- Information about how equipment and facilities to support children with SEN will be secured
- School aims to make learning accessible to all and in consultation with Governors endeavours to provide necessary equipment for individual children as the need arises.

Children may need equipment to help them work and learn more independently, including:

- different types of pens, pencils and grips
- Fine motor skills resources
- iPads
- Coloured overlays and rulers for students with dyslexic tendencies
- Visual timetables and prompts
- Sitting cushions
- Visual timers
- Large print materials for visually impaired
- Advice is sometimes sought from other specialists e.g. Speech and Language Therapists, Educational Psychologists, Occupational therapists, ASD support Services, SEN advisers, Health professionals including Clinical Psychologists and Early Years Team. The advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded using a SEN Plan.

School's arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child:

Who do I contact if I have any concerns?

- The school website contains staffing information
- Information is given at parents' evenings as applicable
- Your first contact in school should be your child's teacher
- SENCO (Mr Philippe Blenkiron) is available to speak to parents on request in person or over the phone



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- Teacher/SENCO keeps parents informed by letter as necessary Do I need to make an appointment?
- Parents can pass on information, express concerns or request a meeting with a teacher on a daily basis at the beginning of the day.
- Parents are contacted or spoken to as soon as possible
- Appointments are made as appropriate

How does school keep me updated about my child's progress?

- Parents/parent and child Meetings
- School Reports
- Achievement rewards
- Informal discussions
- Parent Workshops

How can I give school feedback?

- Parental Meetings
- Home school diaries
- Via questionnaires
- Parent Governors (for parent governors refer to the governor section on our school website)

What arrangements does school have for children with additional SEN support needs other than those with an EHC plan?

- Numeracy intervention (groups and 1:1 TA or teacher support)
- Literacy intervention (groups and 1:1 TA or teacher support)
- Extra reading sessions
- Fine/ gross motor skills intervention including physio where appropriate
- Speech and language intervention
- Social skills groups



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- Emotional and behavioural support groups or 1:1 sessions (nurture)
- Dyslexia screening and strategies
- Educational Psychologist for assessments and strategies

What arrangements does school have for children with Education, Health and Care (EHC) Plans?

- Consultation with external agencies where appropriate
- Invites to all parties involved with plenty of notice
- Review Meetings are held at school and at convenient times
- Pupil's views are sought
- Parental views are requested
- Consultation with staff prior to the meeting
- Making parents aware of pupil partnership support

Parents can have their say about their child in Parent Evenings, Annual Reviews, SEN support plan reviews (if they express a wish to do so). They can also express their views in parental questionnaires and during consultation periods (for example, changes in policy); the school operates an Open Door Policy and parents can discuss their child's



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education by seeing a teacher at the end of the day or making an appointment to see members of staff.

We have an allocated governor for special educational needs who meets with the SENCo termly to report to the governing body. A list of governors is on the school website.

The school has an active PTA and parents are invited to become involved either by being on the committee or helping out at events.

Parents are invited to come and help in school, for example listening to readers; supporting groups; helping out during extra-curricular activities, i.e. cookery; becoming a helper on an educational visit; sharing their expertise, i.e. talking about being a vet; parents are invited to help at special events at the weekend, such as summer fairs.

The arrangements for consulting young people with SEN about, and involving them in, their education

As a school we try to involve children and gain their views. This is done in various ways such as:

- There is School Council for children from Reception – Y6 who meet each week. Every child has the opportunity to apply to be on the School Council and a vote takes place. A display of the school council's photographs informs the other pupils in school who may wish to raise an issue or suggest an idea.
- There is an eco-council, Worship Council and Sports Council for children from Y1 to Y6 to give a pupil perspective on these important areas.
- Each class has regular 'My Happy mind' time and regular Personal, Social and Health Education (PSHE) lessons
- Pupil questionnaires and discussions
- Involvement in the 'All about me' documentation (where appropriate)
- Targets are shared with children as appropriate.

School's Procedures for Complaints relating to SEN

The complaint policy is available on the school's website and from the school office. In the first instance any complaint or issue should be raised with the class teacher. If the matter remains unresolved then arrange to speak with the SENCO. The next stage would be to



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arrange to meet the Headteacher. In the event that the matter is unresolved then the complainant must put their complaint in writing to the Chair of Governors. The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Education Funding Agency and ultimately to the Ombudsman/Secretary of State. At Stapeley Broad Lane CE Primary School we acknowledge that it is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible.



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How the governing body involves other bodies and organisations in meeting the needs of pupils with SEN and in supporting the families of such children:

- School has contact with a range of professionals who give advice and support children. These include : specialist staff, Educational Psychologists; Advisory Teachers; Speech and Language Therapists; CAMHS; School Health; Occupational Therapy; Cheshire East's Health and Safety team; Cheshire East's Attendance consultants
- The school's SENCO works closely with families and children offering support and advice, when appropriate.
- The Education, Health and Care planning process will mean that there will be more holistic support around children and their families.
- The Class Teacher or Head Teacher/Deputy Head Teacher can offer help with forms if this is required.
- The school's website has an area dedicated to parents:
<http://www.stapeleybl.cheshire.sch.uk>
- The school has held online safety workshop for parents

Keeping children safe

- The school is successful in keeping pupils safe through effective risk assessments, online safety arrangements and action taken following concerns being raised. The Head Teacher (as premises manager) carries out Risk Assessments where necessary alongside the staff and governors. Class teachers carry out Risk Assessments when and where appropriate and these are monitored by the Head Teacher.
- If required, a handover is carried out by or class teacher or teaching assistant to the appropriate parent/carer.
- Teachers/teaching assistants supervise morning and afternoon playtime breaks.
- Lunchtime support staff supervise children in the play areas at playtimes and lunch times.
- All gates are padlocked when the children are playing outside.
- Whenever possible, all children play on the playing fields at the back at the school as well as the playground. This is secured by fencing.



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- Reception children have their own secure outdoor area and they play on this area during lessons.
- Teaching staff are available to support within school at all times.
- Each class has at least one teaching assistant.
- Infrequent allegations of bullying are dealt with immediately and chronology shows that the bullying ceases.
- Behaviour in lessons is outstanding; pupils demonstrate high levels of engagement.
- Children with behavioural difficulties are well supported and their needs are met
- Behaviour systems are positive, applied consistently and effective.



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- Children receive regular lessons on how to keep themselves and others safe, regular reminders in PE, DT, PSHE lessons for example; through curriculum topics, i.e. water safety; online safety days; anti-bullying sessions; sex and relationship education; visits by outside agencies such as the Cheshire Fire Service, road safety team; Safer cycling ('Bikeability')

How the school communicates with parents:

- The website contains details of all staff currently employed by the school and the school governors.
- The School Prospectus also provides this information.
- The School operates an Open Door Policy.
- Children enter school at 8.45am. Teaching staff are available on the door to take messages and the headteacher will release a member of staff to talk to the parent at this time, if necessary.
- Teachers are always available (with rare exceptions) to talk to a parent at the end of the school day or to make a mutually convenient appointment.
- The school's website front page is kept up-to-date with information in the 'what's on' section.
- Each class has its own page on the school website which is kept up-to-date-
<http://www.stapeleybl.cheshire.sch.uk>
- Newsletters sent home are uploaded to the school website:
<http://www.stapeleybl.cheshire.sch.uk>
- Each subject area of the curriculum has its own page on the school website
<http://www.stapeleybl.cheshire.sch.uk>
- All parents can expect to receive texts from school
- A flipchart may be placed on the yard to provide last minute and important reminders and information for parents
- All children have a home-school reading record diary which can be used by parents/carers and school staff.
- All children in school are dismissed directly to their parents/carers at the end of the school day on the front yard. Teachers remain on the yard until all children have been collected.



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- The school has two Parent Evenings a year (for all pupils) to provide opportunities for parents to discuss the progress of their child.
- All parents receive an end-of-year report at the end of the summer term and are given the opportunity to make an appointment to discuss the report with the class teacher in more detail, should they so wish.
- All reports provide information about the children's current attainment, progress,

attitude and behaviour.

- Parents of SEN children are invited to discuss their child's targets on their SEN plan each term and how they are able to support this plan at home.
- In addition, parents of children with EHCPs are invited to attend an annual

review of their child's plan.



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Parents are invited to provide feedback in a variety of ways:

- A form attached to the end-of year report
- Parental questionnaires
- New Reception induction meeting (in the summer term prior to new starters in September)
- Y6 SATS meeting (spring term)
- Curriculum meetings (linked to specific subjects, i.e. phonics, maths, online safety)
- Various Residential meetings
- Transition to secondary school

Stapeley Broad Lane CE Primary School has close links with a number of feeder secondary schools including Brine Leas and Malbank High Schools. A number of High Schools offer a number of opportunities to extend primary/secondary links by inviting Year 5 and 6 children to visit their school and facilities for taster experiences. Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7. The secondary school SENCO attends the last annual review in the summer term of Year 6 where specific transition plans are made.

Useful Contact Information:

SENCO:

Mr Philippe Blenkiron Tel: 01270 906124 [Email:senco@stapeleybl.cheshire.sch.uk](mailto:senco@stapeleybl.cheshire.sch.uk) Headteacher:

Mrs Jen Holden Tel: 01270 906124 [Email:head@stapeleybl.cheshire.sch.uk](mailto:head@stapeleybl.cheshire.sch.uk)