

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

----- Click here to return to the front page -----	
Name of Setting	
Type of Setting <i>(tick all that apply)</i>	☒ Mainstream ☐ Resourced Provision ☐ Special ☒ Early Years ☒ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☒ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	2 – 11 years
Number of places	Nursery: 46 Main School Reception to YR6: 177
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).



Our Local Offer for Special Educational Needs and/or Disability



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

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

Identification

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

Within our school there is a wealth of experience, and this is used to ensure that the early identification of pupils who may need extra help occurs quickly. It can come from a number of sources, these being:-

- Concerns raised by parents/carers, teachers, teaching assistants or the pupil's previous school.
- There may be a lack of progress so a child may be identified as performing below age related expectations through clear tracking of attainment and progress on a termly basis
- Children feel confident in our school to ask for help as and when they need it
- There is a change in the pupil's behaviour or low self-esteem that is affecting performance.
- Liaison with external agencies or health professionals

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

If you have concerns about any aspect of your child's education the first port of call should always be your child's Class teacher. Class teachers are usually available at the start or end of the school day and are happy to make appointments if you require a longer discussion. The Class teacher may then seek the involvement of the school SENDCo. Alternatively, the school SENDCo can be contacted directly.

deputy@scholargreen.cheshire.sch.uk or cmoran@scholargreen.cheshire.sch.uk

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

All policies and related documents are available through the school admin department or via our website. **admin@scholargreen.cheshire.sch.uk**

http://www.scholargreen.cheshire.sch.uk/

- *(IRR)*

Our Local Offer for Special Educational Needs and/or Disability

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

Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer (available at www.cheshireeast.gov.uk/localoffer)

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Supporting a child or young person with SEND (Special Educational Needs and Disabilities) involves a tailored, thoughtful, and evidence-based approach. Our priority is the provision of high-quality class teaching which is adapted to meet the needs of all our learners. It is important to know our pupils as a whole, including their strengths as well as understanding their difficulties. Class based approaches might include alternative forms of recording work e.g. using technology, visual prompts, small group or individual teaching, assistive technology etc. Class teachers and support staff skills are developed through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class. Some children may work in small groups based outside of their main classrooms in areas known as 'Hubs'. The school has a range of intervention programmes available to support children who require support which goes beyond class-based approaches. Some interventions, which are completed in addition to class work, such as Literacy Gold, are computer based to provide pupils with a different approach to learning.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists and the Cheshire East Autism Team (CEAT). In some cases, these specialists might work in school with the child.

Whilst provision maps are used by class teachers to address any needs of pupils where they may be 'at risk of underperforming', where additional levels of support are required, that may be different from their peers, a SEN Support Plan (SSP) may be created, and this will outline the desirable outcomes for the child and the provision required to meet these. The views of both the child and the parent will be taken into account when the plan is being drawn up. Parents of a child with a SSP will meet with class teachers to review their child's SSP in line with the plan, do, review approach outlined in our SEND Policy. Some pupils may require further support and, in these cases, an EHCP (Education, health and care plan) may be applied for.

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

All class teachers take responsibility for meeting the needs of all learners in their class by delivering ordinarily available inclusive provision (OAIP) and adapting the learning as necessary. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and areas for development and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. Where learners are working at an attainment level below that of their peer group class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups or pre teaching upcoming new areas of work. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more tailored approach to learning, class teachers are encouraged to discuss approaches to adapt with specialist staff in school, for example the SENDCo, with reference to the Cheshire East (CE) toolkit for Inclusion.

Our Local Offer for Special Educational Needs and/or Disability

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

Teaching, Learning and Support

All additional provision for pupils with SEND is overseen by the school SENCO in collaboration with other school leaders. Monitoring of these pupils' progress takes place on a termly.

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

To ensure that universal quality first teaching approaches, in line with OAIP suggested in the CE Toolkit for inclusion, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes and pencil grips. For those requiring provision additional to class-based approaches, funding facilitates the school's range of intervention programmes. In some cases it might also be used to provide additional human resource e.g. Teaching Assistants. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcomes identified in collaboration with teachers and parents or on Education Health Care Plans (EHCP's)).

The SEND budget is the responsibility of the Head Teacher and SENDCo, scrutinised by school governance, to ensure that resources are allocated appropriately and are cost effective versus the impact.

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 child's needs are initially identified a discussion takes place between teachers, parents and the pupil. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but when/ if necessary the school seeks the support of other agencies e.g. Educational Psychologist, CEAT or Speech and Language, Outreach to advise on this. Parents and pupils will be fully involved in decisions about strategies and provision; and any decisions to implement provision which is different from or additional to that received by the majority of children are made in collaboration with parents and pupils.

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

The school can access a range of equipment and facilities (e.g. differentiated reading materials, writing slopes, coloured paper or workbooks and coloured overlays) to support pupils with SEND and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. The school also aims to provide assistive technology that could support some needs such as reading pens, digital spell checkers and laptops, if appropriate. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

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)

All school staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers, and they are usually best placed to identify where progress is falling or excelling. Teaching Assistants work closely with teachers and regular discussions take place about pupil progress. For learners with the most significant needs, daily contact with families takes place, for example through informal conversations or sometimes in home-school books. We have twice yearly Parents' Evenings and annual end of year written report to parents. Pupils on SEN support plans will have these monitored and updated at

Our Local Offer for Special Educational Needs and/or Disability

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

Teaching, Learning and Support

least three times during the year, the old plan with progress made and the new plan with new targets will be shared with parents. The parent and child views can be added to or updated at these meetings. The plans are written collaboratively.

Parents are welcome to seek additional appointments to discuss their child's progress as required, these can be face-to face or via email if that is more convenient for the parent. In accordance with the SEND Code of Practice (2014), pupils with an EHCP in the Early Years will have a review every six months, children in main school will have yearly review of their plans to discuss progress against their outcomes, consider if any changes are required. Parents and any external agencies involved in supporting the plan are invited to this meeting as are Local SEND (0-25) Officers from Cheshire East.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils form an integral part of any plans made about their education. Pupil's opinions are sought in a way which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties. In these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

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

The school's SENCO, along with the Senior Leadership Team, undertake regular monitoring of pupil progress and of the effectiveness of our provision. The success and impact of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The school Governor with responsibility for SEND meets with the SENCO to discuss progress and any problems relating to SEND within the school. We also employ the services of external School Improvement Partner to work with us to evaluate and develop plans for improvements. We are constantly striving to improve our performance.

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

Keeping Students Safe and Supporting Their Wellbeing

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

Pupil safety is paramount. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during play and lunch times. We also provide an indoor lunch club where a small group of pupils can eat their lunch in a calmer and quieter environment. When deemed necessary, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the Class teacher, Health and Safety Lead and SENDCo.

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

Keeping Students Safe and Supporting Their Wellbeing

All staff have completed Effective Safeguarding training, and this is updated every three years (two years for the Early Years practitioners). All visitors who are to have any contact with children in school are DBS checked to ensure the safety of our children. All visitors to school, must wear a lanyard so that pupils are aware that this person is 'allowed' to be in school. At Scholar Green Primary School we are committed to the safety of our pupils and their welfare is everyone's responsibility in our school and we take safeguarding very seriously.

When going on trips, a thorough risk assessment is carried out prior to the trip to ensure health and safety risks are minimised. All children are included on trips, including those with SEND, and additional measures such as 1:1 staffing will be put in place if it is deemed necessary. Additional measures may include taking anxious pupils on a pre visit or if the trip is a residential trip we will aim to make reasonable adjustments to ensure children are able to actively engage with the residential. The question we ask is not will they take part; it is **how** will they take part? These arrangements are made in conjunction with the parents and the pupil.

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

PASTORAL

We recognise that all pupils including those with SEND can experience a range of social and emotional issues. We have a whole school focus on social and emotional wellbeing through our PSHE curriculum which has been updated to include the new statutory elements of RSE. Additional support and intervention programmes are provided by our Designated Mental Health lead – Mrs Jayne Ashworth. Mrs Ashworth is ELSA (Emotional Literacy Support Assistant) trained and she attends regular meetings to keep informed about the latest developments and initiatives. The grant provided by the Government was used to train Mrs Ashworth to level four on the Mental Health Awareness Leadership course. The children are all fully aware of the role Mrs Ashworth has in school and they know they can 'knock on her door' at any time and she will help and support them. Her role in school is discussed during PSHE lessons to ensure pupils are confident that they can speak to Mrs Ashworth whenever they need to.

Here at Scholar Green Primary we proud to have achieved The AcSEED Award for consecutive years. This is a recognised award and ensures that wellbeing initiatives are well structured and supported and that the school promotes a whole school approach to emotional well-being and mental health support. Please see our page on the website dedicated to emotional health and well-being or you can contact Mrs Ashworth directly.

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

jashworth@scholargreen.cheshire.sch.uk

FRIENDSHIPS

All children in school are supported to develop positive relationships with their peers. For those pupils who find this more difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. We follow the PSHE Curriculum designed by the PSHE Association, and this covers all aspects of personal, social and emotional development including how to keep safe. We have a particular focus on rail and canal safety as these form part of our pupil's local environment.

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

Keeping Students Safe and Supporting Their Wellbeing

We operate a 'buddy' scheme where pupils are chosen to be a play buddy and support friendships on the playground. The pupils in YR6 buddy up with pupils in Reception to provide friendship opportunities and support at playtimes. We also have a 'friendship' bench in the playground where pupils with no one to play with can sit, our buddies and or staff will then be able to help and support these pupils.

BULLYING

We hold a clear position on bullying; all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti-bullying, and Class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Bullying, including online bullying forms part of our PSHE Curriculum. We have a focus on bullying during the national anti-bullying week and also a focus on the dangers online during Internet Safety Week.

Please see the anti-bullying policy on our website. <http://www.scholargreen.cheshire.sch.uk/>

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

The school has a policy regarding the administration and managing of medicines on the school site which is available on request please contact the school office. admin@scholargreen.cheshire.sch.uk

- Parents to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- Calpol will be given to pupils if deemed necessary but **only** after agreement with parents.
- All members of staff (including mid-day assistants and staff in the before and after school club) hold a qualification in Paediatric First Aid and we have 3 members of staff who hold the full First Aid qualification
- Liaison with school nurse on specific training needs
- A care plan can be written in conjunction with professionals if needed
- All staff, including mid-day assistances and kitchen staff, are informed of medical needs including allergies
- Photographs of pupils with medical needs and/or allergies are on the wall in class storerooms, on the school kitchen wall and in the staffroom area
- Inhalers are kept in classrooms, in the storeroom so out of reach to pupils, but readily accessible. Every time an inhaler is used the amount and date/time are recorded.
- Medication prescribed by a medical professional can be administered after the appropriate forms have been completed

TOILETING

Teaching Assistants support pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, for example, pupils

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

Keeping Students Safe and Supporting Their Wellbeing

usually stand whilst changing nappies, and are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of strategies to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs.

The policy for this is available on request. admin@scholargreen.cheshire.sch.uk

PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections and bodily application of medical creams), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. checking blood sugar levels). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils. For pupils who have started their periods, they are encouraged to bring the necessary personal items from home, however they are made aware of additional resources in school should they forget or run out of items from home.

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

- **SHARING OF MEDICAL INFORMATION**

For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored with the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.

MEDICAL APPOINTMENTS

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

TRAINING

All staff undertake first aid training every three years and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils.

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

Our Local Offer for Special Educational Needs and/or Disability

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

Keeping Students Safe and Supporting Their Wellbeing

We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with our Designated Mental Health Lead, the DSL, SENDCO for further advice and support. This may also involve working alongside outside agencies such as Health and Social Services.

Some children will also work individually or in small groups with Mrs Ashworth (Designated Mental Health Lead) if we feel they need further support with their emotional health and well-being. Mrs Ashworth is available to support and talk to parents and offer them guidance where necessary.

jashworth@scholargreen.cheshire.sch.uk

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

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. This system includes:

- Team points, raffle tickets and privilege cards to earn rewards
- Weekly Celebration assemblies, team point assemblies and privilege card assemblies to celebrate success and behaviour. Parents are invited to this assembly to celebrate with their child.
- Adaptive and inclusive practices to support children with behaviour choices
- Behaviour plans may be used as a supportive mechanism with the support of parents
- Recording systems to monitor and track behaviour of individuals to support behaviour management strategies
- Some pupils have a triumph book where photos of their work can be stuck in to be remembered and celebrated again at a later date.
- Weekly Golden Time – all teachers and teaching assistants offer different activities that the children can choose from
- Golden Rules displayed in all classrooms and a visual reminder of any sanctions
- Restorative work with any children who may find it difficult to self-regulate.
- Child friendly behaviour policy enabling all children to access it. This is available from the office admin@scholargreen.cheshire.sch.uk
- Close liaison with parents - sharing positive achievements of children as well resolving concerns
- Attendance monitored by all staff and phone calls are made daily to check up on pupils who are not in school
- Attendance lead to support any attendance issues
- Lateness and absence are recorded and reported upon to the Headteacher, and reasons for absences followed up
- Praise opportunities for children with 100% attendance

Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Working Together & Roles

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

The role of the class teacher is to:

- To hold high expectations of all children and to offer high quality teaching and inclusive provision where the curriculum is skilfully adapted to meet your child's individual needs to allow them to achieve
- Track the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo if necessary.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what reasonable adjustments may need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Ensure that parents are kept fully informed of pupil progress and interventions.
- Involve the pupil in the developing of school support plans.

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

The Head Teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.

The school SENDCo has responsibility for co-ordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required, and will usually host formal meeting such as annual reviews. In addition to the Class teacher and SENDCo, pupils might come into contact with the following:

- The School Nurse (parental consent required for any contact).
- Volunteers (these will always be guided by the class teacher)
- Outside providers/ Specialist Teachers e.g. music teachers and Junior Jam staff – monitored by school staff
- There are also a number of experienced and skilled support staff working in school. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting groups of pupils. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis.
- External agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent/carer.

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

Our Local Offer for Special Educational Needs and/or Disability

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

Working Together & Roles

All staff involved with the child are expected to be familiar with the content and expectations of their EHC plan and there are regular opportunities to discuss the content of these at SEND update meetings with the SENDCo. A EHCP implementation Plan would be produced where regular plan, do, review cycles are completed and recorded.

Outside providers are given a rigorous induction programme to ensure they are well prepared to support the children within our school. Class teachers will also work with staff on educational visits to ensure they are fully aware of individual pupil needs.

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

All teaching staff hold qualified teaching status (QTS)

- Teaching staff and TAs receive relevant training and professional development on how best to support our pupils with SEND, for example; The Cheshire East Toolkit for Inclusion, adaptive teaching strategies as well as more specific additional needs such as dyslexia, autism, communication and language needs.
- Cooperative learning styles e.g. Kagan strategies, are delivered throughout the school
- Both our Special Educational Needs/Disability Co-ordinator (SENDCO) (Mrs Yarwood, Mrs Moran and Miss Hope) are qualified and experienced teachers who hold the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas.
- Qualified first aiders
- Mrs Ashworth is a trained Emotional Literacy Support assistant as well as the Designated Mental Health lead who comes with a raft of experience of supporting SEMH across the school.
- Many of our teaching assistants have received training in specific areas of SEND and often have specialisms where they can offer support and guidance to others.

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

The school works with a wide range of services. We have links with health professionals, for example, Child and Adolescent Mental Health Services (CAHMS), Speech and Language Therapy and Occupational Therapy. The SENDCo has regular meetings with the Educational Psychologist (EP) and Cheshire East Autism Team (CEAT Team), outreach, speech therapy, physiotherapy, early years portage team, health visitors are also professionals who have links with our school.

We work with Social Care teams, as well as with Cheshire East Information and Advice, formally known as Parent Partnership, and voluntary organisations.

<http://www.ceias.cheshireeast.gov.uk/home.aspx>

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

In the first instance, parents should contact the class teacher at the earliest opportunity. After this discussion, and when necessary, the class teacher will liaise with the SENDCO. Actions will be discussed and possibly inform our provision maps and will be monitored for any further actions required. Our school has a

Our Local Offer for Special Educational Needs and/or Disability

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

Working Together & Roles

detailed SEND Policy which ensures that children's additional needs will be identified and responded to in a timely manner at the most appropriate level. Parents are consulted at each stage and are strongly encouraged to be part of the process.

For further support or advice –

[Live Well Cheshire East](#) site is a really useful page to access all that is available in Cheshire East.

[Family Hubs](#)- A webpage holding details of the service our local family hubs offer in Cheshire East

[What is the local offer http://www.ceias.cheshireeast.gov.uk/home.aspx](http://www.ceias.cheshireeast.gov.uk/home.aspx) -

[Cheshire East Information Advice and Support \(CEIAS\) | CheshireEast MarketPlace](#) Cheshire East Information Advice and Support (formally known as Parent Partnership)

[Toolkit for inclusion](#) access to the Cheshire East toolkit for Inclusion helps all educational providers support children and young people from 0-25 years of age.

<https://www.rubysfund.co.uk/> An award winning and local charity support children and young people from 0-18 years of age with SEND.

For parents living in Staffordshire –

<https://localoffer.stoke.gov.uk/>

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

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

Mrs C Yarwood- Deputy Head and SENDCO

deputy@scholargreen.cheshire.sch.uk

Mrs C Moran- Class teacher and SENDCO

cmoran@scholargreen.cheshire.sch.uk

Miss L Hope- SENDCO Support Assistant

lhope@scholargreen.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.

All curriculum areas also have a linked Governor and meet with subject co-ordinators to monitor progress in those areas.

Our Local Offer for Special Educational Needs and/or Disability

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

Working Together & Roles

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

We are a school where we value and celebrate each child being able to express their views on all aspects of school life. In our school we:

- Regularly plan PHSCE lessons which involve the pupils having a voice in many aspects of their learning.
- School Council Members represent each class and hold regular meetings. Councillors are democratically voted for in individual classes.
- In addition to our school council, we also have safeguarding councils and eco councils
- Pupils sports leaders
- Pupil team (house) captains
- Governors meet with children to seek pupil voice
- Pupil questionnaires for different areas of the curriculum are completed and responded to by the appropriate school subject co-ordinator
- Pupil voice is taken into account when new Golden Time activities are chosen.
- Skill sets of parent governors are used to support school

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

In our school we have:

- an open-door policy
- termly class newsletters
- Welcome meetings at the start of the year, parents evenings, end of year reports and information evenings
- Parents are encouraged to become Governors through a democratic process and are informed of vacancies via email, text, letter or on the website
- Expertise of parents' skills e.g. ECO team, enterprise week etc.
- We actively encourage parents to support on educational visits
- We welcome parents who can support classes within school e.g. to hear readers

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEND team in school, led by the SENDCo provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year e.g. school website.

Further support is available to parents from -

<http://www.cheshireeast.gov.uk/localoffer>

<http://www.ceias.cheshireeast.gov.uk/home.aspx> - Cheshire East Information Advice and Support (formally known as Parent Partnership)

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

Our Local Offer for Special Educational Needs and/or Disability

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

Working Together & Roles

access to the Cheshire East SEND toolkit is available from this link

- <https://www.cheshireeast.gov.uk/livewell/livewell.aspx> - access to well-being and support services in Cheshire East

For parents living in Staffordshire –

<https://localoffer.stoke.gov.uk/>

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

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

Inclusion & Accessibility

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

- A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.
- A before and after club (The Den) is available to all pupils including those with SEND. For more information contact Emma Aitken at - theden@scholargreen.cheshire.sch.uk The Den is also available during all school holidays and currently a provider of Holiday Activities and Food sessions (HAF) .
- All teachers and many teaching assistants run after school clubs which are fully accessible to pupils with SEND
- Our sports coaches offer after school clubs which are accessible to all pupils including those with SEND (some of these clubs may incur a fee, please contact the school for more advice admin@scholargreen.cheshire.sch.uk)

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)



Our Local Offer for Special Educational Needs and/or Disability

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

Inclusion & Accessibility

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)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our Accessibility Plan can be found on <http://www.scholargreen.cheshire.sch.uk/> Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing different coloured paper for pupils with dyslexic challenges and providing additional adult support for sports sessions. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication. School letters and policies are translated into other languages as required.

Our Local Offer for Special Educational Needs and/or Disability

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

Transition

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

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

For information about admission please email the main School Office: admin@scholargreen.cheshire.sch.uk or call **01782 651099**

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

We welcome visits to our school and these can be arranged by contacting the school office.

- admin@scholargreen.cheshire.sch.uk or call **01782 651099**

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)**

At our school we ensure that a positive transition is planned and we endeavour to make it as smooth and well prepared as possible. We would employ appropriate strategies and guidance to support your child. For example:

- During the summer term, welcome parents evening, close liaison with feeder nurseries and stay and play sessions for new intake into Reception
- For in-year admissions, settling in visits can be arranged
- Reviews of Year 6 EHCP's happen in the autumn term.
- Transition days take place during the summer term for year 6 children moving to high school
- The class teacher and high school staff meet to share information about the child
- Children have the opportunity to meet with staff from high schools to ask questions and share any concerns
- Year 5 children have many opportunities to work with high schools to begin the transition process early – workshops or days e.g. Literacy, science, drama, ICT
- If needed the Cheshire East Autism Team (CEAT) provide a range of transition materials that can be used on a 1:1 basis or in small groups such as Social Stories.
- Teaching assistants may accompany children to high school on extra transition days
- During the summer term, class swap days take place which allows all children in the school to meet their new class teacher and get to know the classroom, routines and rules etc.

Our Local Offer for Special Educational Needs and/or Disability

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

Additional Information

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

- <http://www.cheshireeast.gov.uk/localoffer>
- <http://www.ceias.cheshireeast.gov.uk/home.aspx> - Cheshire East Information Advice and Support (formally known as Parent Partnership)
- <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx> - access to the Cheshire East SEND toolkit is available from this link
- <https://www.cheshireeast.gov.uk/livewell/livewell.aspx> - access to well-being and support services in Cheshire East
- In addition –
- Paid for centrally by the Local Authority but delivered in school
- Autism Outreach Service (CEAT)
- Educational Psychology Service
- Sensory Inclusion Service for children with visual or hearing needs
- Speech and Language Therapy
- Professional training for school staff to deliver medical interventions
- Family Support Workers.

- Provided and paid for by the Health Service (Local Health Providers and Clinical Commissioning Groups)
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Physiotherapy

- Voluntary agencies

Our Local Offer for Special Educational Needs and/or Disability

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

Additional Information

- National Autistic Society
- Visyon – Congleton Based
- Ruby's Fund - Congleton based <https://www.rubysfund.co.uk/> 01260 277666 info@rubysfund.co.uk

For parents living in Staffordshire –

<https://localoffer.stoke.gov.uk/>

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

<https://www.staffs-iass.org/home.aspx> Staffordshire Family Partnership

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=KZwVc6l0jO0> Inclusion Hub

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

Updated September 2025

The school's SEND policy, SEND Report and Local Offer are reviewed annually. This information is approved by the Governing body and monitored by the link governor.

Where can I find the Cheshire East Local Offer? *(IRR)*

The Cheshire East Local Offer can be found at **Local Offer**

For parents living in Staffordshire – **Staffordshire Connects | Special Educational Needs and Disabilities Local Offer**

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

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SENDCo Mrs Yarwood or Mrs Moran). If this does not solve the complaint, a parent should then speak to the Head Teacher (Mrs Colman) who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the school's office or via the school's website. A parent may wish to seek advice at this time from the Cheshire East Information and Advice **Cheshire East Information Advice and Support**

However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available. Guidance on what to do if you are unhappy with a decision made by the Local Authority regarding a pupils SEND can be found within the Cheshire East Local Offer (www.cheshireeast.gov.uk/localoffer). As a last resort, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England. In line with the SEND Code of Practice 2014, parents who wish to make an

Our Local Offer for Special Educational Needs and/or Disability



----- [Click here to return to the front page](#) -----

Additional Information

appeal to the Tribunal may do so only after they have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.