



# Our School Offer for Special Educational Needs and / or Disability

## St Anne's Fulshaw CE Primary School





# Our School Offer for Special Educational Needs and / or Disability

## St Anne's Fulshaw CE Primary School

<b>Name of Setting</b>	St Anne's Fulshaw CE Primary School				
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream	<input type="checkbox"/> Resourced Provision	<input type="checkbox"/> Special	<input type="checkbox"/> Post-16	<input type="checkbox"/> Post-18
	<input type="checkbox"/> Early Years	<input checked="" type="checkbox"/> Primary	<input type="checkbox"/> Secondary		
	<input checked="" type="checkbox"/> Maintained	<input type="checkbox"/> Academy	<input type="checkbox"/> Free School		
	<input type="checkbox"/> Independent/Non-Maintained/Private	<input type="checkbox"/> Other (Please Specify)		<input type="text"/>	
<b>Specific Age range</b>	4-11				
<b>Number of places</b>	133				
<b>Which types of special educational need do you cater for?</b>	<p><input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.</p> <p><input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>				

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

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).



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

#### Identification

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

Children are identified as early as possible through a rigorous system of on-going assessment. These may be academic assessments raising concerns about progress compared with age related expectations. They are also expressions of concern over speech and language progress, behaviour or emotional well-being, which are highlighted by staff. Staff are trained to record and recognise characteristics of specific forms of SEND. We also have staff trained to identify and work with children with a range specific difficulties.

Any needs identified by teachers or teaching assistants are passed to the Special Educational Needs Coordinator (SENCO), who advises and monitors any specific interventions that are put in place.

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

If you have a concern about your child, you should initially contact their class teacher to arrange a meeting after school. They may pass your concern to the SENCO to support and give advice. The SENCO – Ms Clare Daniel – can be contacted by telephone on 01625 523536 and also by email [head@stannesfulshaw.net](mailto:head@stannesfulshaw.net)

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

Our SEND Policy can be found here:

[http://www.stannesfulshaw.net/serve\\_file/50571](http://www.stannesfulshaw.net/serve_file/50571)



## Our Local Offer for Special Educational Needs and/or Disability



### Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer:

[https://www.cheshireeast.gov.uk/children\\_and\\_families/special\\_educational\\_needs/local\\_offer.aspx](https://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer.aspx)

It is our aim to give all children the opportunity to access appropriate learning opportunities in an inclusive manner. Our first priority is the provision of high quality class teaching, differentiated to meet the needs of all our learners. This ensures that the level of support and challenge is tailored to their needs. Within the class, a range of approaches will be used to allow each child to achieve their potential. These might include alternative forms of recording work, visual prompts, small group or individual teaching. Class teachers and support staff receive regular professional development in order to ensure they understand a range of teaching strategies. We encourage children to reflect on how best they learn as individuals and to identify what they need to learn next to make progress. Children may move to another class for maths or English in order to give them an appropriate amount of challenge or opportunities to consolidate prior learning.

The school has a wide range of intervention programmes available to support children who require further support. Some of these interventions are published or commercially available packages of support, such as Power of Two, Talking Partners, Talking Maths, Narrative Therapy, Silver Seal or Motor Skills United. Others are bespoke/personalised approaches based on best practice guidance, for example social skills or supported groups.

For those with significant or complex needs, with the permission of parents, the school will seek the advice of a specialist: a Speech and Language Therapist, a Play Therapist, an Occupational Therapist or an Educational Psychologist. In some cases, these specialists might hold sessions in school time or alternatively parents may be required to take their child to an alternative local venue.

The Headteacher or SENCO are able to provide guidance on other specialist services that may be available to qualifying children. They can provide additional support to parents and work very closely with staff at our local Children's Centre.

Where additional levels of support are required, a provision map is created, which will detail what and when the additional support is being delivered. We also monitor the impact of the support. Parents will be fully involved in discussions over what support we plan to provide for their child, why we consider it to be appropriate and the progress made. Some children may have Education Health Care Plans in place that give greater detail of the way in which other agencies may be working with the school to meet their child's needs.

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

All teachers are responsible and accountable for meeting the needs of the learners in their classes. Where pupils have SEND, all teachers will be aware of the pupil's areas of strength and weaknesses, and will make every effort to tailor their teaching approaches to meet their needs. The teachers regularly discuss pupil



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### Teaching, Learning and Support

well-being and progress. Additional support will be provided in subjects where a child's difficulties are a barrier to learning. For example word banks or scaffolds may be used outside of English lessons if literacy difficulties will impact on access to the curriculum in other subjects.

We use a password protected, assessment system, which highlights pupils with SEND and medical needs. This is maintained in class groups and all teachers have access to information about those they teach. Information about individual pupils with SEND is shared with supply staff. There are always other staff available to support supply teachers in quickly understanding the strengths and weaknesses of individual children.

Where learners are working at an attainment level below that of their peer group, teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We currently have mixed age classes for pupils in Y1-6, which means teachers are skilled in planning for a range of ability levels.

We aim to encourage independence in all learners and this is promoted by ensuring that tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with the school SENCO, or the borough SENCO. Our SENCO attends the regular meetings of the local Education Partnership of schools in this area. This allows professional discussion about an individual child's difficulties and needs, and a swift implementation of an improved plan.

All additional provision for pupils with SEND is overseen by the school SENCO; the Headteacher. Children's progress is monitored and all the teachers involved in the child's education meet on a termly basis to consider the child's next steps.

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

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is spent on class based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes or alternative seating. For those requiring other types of provision, funding is used to provide adult support for groups within a class or to deliver intervention programmes. The funding is also used to purchase new interventions, which may include computer based resources. In some cases it might also be used to provide access to specialist services such as typing tuition. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. an outcome identified in discussion with teachers and parents or on Education Health Care Plans). The SEND budget is the responsibility of the Headteacher and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and costed efficiently.

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

When children's needs are initially identified, a discussion takes place between class teacher and parent. Depending on the actions agreed and support needed, this may be followed by a meeting with the SENCO. When a plan has been agreed, this will be shared with the parents and the child. The way in which a plan is shared



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### Teaching, Learning and Support

with a child may differ according to their age and individual personality. The parents will be fully consulted about what approach is best for their child. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and decisions to implement provision which is different from or additional to that received by the majority of pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process. Parents may also access support via Parent Partnership.

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

The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, 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 bought as and when required. Where more specialist personalised equipment is required (e.g. specialist seating, mobility aids), the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy) 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?

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by teachers, and at regular agreed assessment points. The teachers will quickly identify areas in which a child's progress is falling behind. For some learners with the most significant needs, daily contact with families takes place, for example through informal conversation as the child is picked up after school or sometimes in home-school books. Formal monitoring of progress takes place termly. Teachers will contact parents and carers if a cause for concern is raised. This is in addition to parents' evenings which are offered each term, and the annual school report which is sent home in the summer term. For learners with SEND, personal provision plans will be discussed with parents at parent-teacher meetings, and for those with Education Health Care Plans an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required. Class teachers are not always available at the end of each school day due to clubs and other school duties, so parents are asked to ring the school office to make an appointment. This ensures quality time is given to these discussions. In addition, it may be that a setting teacher may be the best person for parents to speak to, so they can be invited to attend discussions.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are at the heart of the decisions made about their education. Pupil's opinions are sought at a level 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 actually attending (e.g. opinions expressed via written or scribed 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. Often this will be a teaching assistant or their class teacher. We recognise that there is sometimes a need to protect a pupil's self-esteem, and that it may



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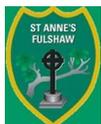


### Teaching, Learning and Support

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 from external agencies.

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

The school's SENCO and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure that they provide high quality outcomes and remain good value for money. Parents are able to request a response from the SENCO to any issues raised.



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### Keeping Students Safe and Supporting Their Wellbeing

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

Pupil safety is taken very seriously. Information about pupils with SEND is communicated to relevant school staff through regular meetings and information recorded in their files, which outline any areas which could pose a risk to the pupil. Informal discussions are also of high importance. Where risks are identified, measures are taken to limit these, for example providing alternative supervision during break times. In some cases a risk assessment will be completed to ensure specific events or behaviours are dealt with consistently and safely. A handling plan may also be put in place if the child may need regular physical support from an adult. These will be shared with the parents and regularly reviewed. Where necessary alternative arrangements for the most “risky” times of the day are made, for example supervision in the dinner hall, or for off-site events such as trips or residential visits.

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

##### **PASTORAL**

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSCE teaching, we offer a range of interventions, both commercially published and bespoke to address specific issues as they arise. For some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. One of our teaching assistants is a trained counsellor and offers support to individual pupils on a sporadic basis or during a regular timetabled slot. Our SENCO is available to offer support to individual families.

##### **FRIENDSHIPS**

All children in school are supported to develop relationships with their peers. We also offer a range of personalised social skills activities and bespoke interventions to support groups or individuals.

##### **PEER / SIBLING SUPPORT**

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. This will be decided in conjunction with parents and the SENCO. This is often the provision or facilitating of access to additional opportunities, which are limited due to the inclusion of the child with SEND.

##### **BULLYING**

The school holds a clear position on bullying, and 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. We have worry boxes in each class so that children who have less confidence can report incidents without having to speak directly to an adult. Class teachers are vigilant in monitoring the children’s behaviour for indications of bullying. Where bullying is suspected or reported, personalised support measures are put in place for both victims and bullies, which take into account the needs of all the pupils involved. Incidents of bullying are logged and actions are recorded. Parents of both parties are informed.

The school is particularly vigilant in monitoring on-line bullying. The rules of safe internet use are displayed in every class and this is often the focus of groups of



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### Keeping Students Safe and Supporting Their Wellbeing

lessons or our anti-bullying day. We regularly have visitors such as the NSPCC or Gripping Yarns theatre group who make the children aware of who outside of school is available to talk to. The Police Community Support Officer may also offer advice.

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

#### **MEDICATION**

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, a member of staff will safely store the medication and arrange to administer it at the agreed time. Medication is kept in a fridge in the staff room or in the medicines cupboard which is secured. A record sheet is signed by the staff member who administered the dose. The same person will arrange to return and then collect the medication each day from the school office/parent.

In some cases a pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, epilepsy rescue medication etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen, and the location of the medication is made available to all staff members. Staff complete an annual risk assessment for their classrooms.

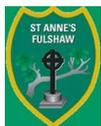
#### **TOILETING**

Staff in school are experienced in supporting 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, and are encouraged to take as active a role as they can. Pupils with limited verbal communication skills are provided with a range of tools 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.

#### **PRIVACY AND DIGNITY**

For some of our pupils it is most appropriate for medical care to take place in private 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. Where this occurs, close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils. We have an Intimate Care Policy which can be viewed here [http://www.stannesfulshaw.net/serve\\_file/82803](http://www.stannesfulshaw.net/serve_file/82803). Parents are asked to sign it if staff are regularly going to be involved in their child's toileting. Staff will normally supervise intimate care in pairs as this situation can make both child and adult feel vulnerable. However with older children, they have often developed a long standing relationship with one member of staff, and in agreement with parents, they will supervise toileting alone. This is particularly applicable



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### Keeping Students Safe and Supporting Their Wellbeing

for older girls.

#### SHARING OF MEDICAL INFORMATION

At the start of each academic year, parents are asked to up-date us on any changes to their child's health. This information is held on the school registration system. Teachers always take this information on any off site activities or visits.

For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these held by the class teachers. 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. This information is held by the class teacher. However, a brief outline is also held in the school office and in the staff room so that other adults can act swiftly in 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 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.

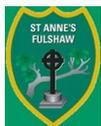
#### TRAINING

All staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. When necessary, the school seeks out relevant training to address the specific needs of pupils. A range of mid-day supervisors and school club staff are also trained so that children are safe at all times.

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

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school uses support staff to deliver dedicated sessions. This may be based on a commercial package, but are very often a bespoke programme tailored to the individual's needs.

We have staff that have been trained in counselling and in dealing with bereavement. Their skills are generally sufficient to support children dealing with these emotions. However they are not specialists. A parent who feels that their child is displaying high levels of emotional distress should seek support from their GP.



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### Keeping Students Safe and Supporting Their Wellbeing

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

##### **BEHAVIOUR**

The school has a clear behaviour policy displayed on our website here: [http://www.stannesfulshaw.net/serve\\_file/55979](http://www.stannesfulshaw.net/serve_file/55979)

It is implemented consistently across the school. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key “trigger points” during the day, for others this may involve a “time out” arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil’s whose behaviour is challenging is to firstly understand this behaviour. We observe and evaluate pupils’ responses in order to try to find patterns in behaviours. When these are identified, we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, de-escalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour. We have lead behaviour staff in school to advise other members of staff on strategies and approaches.

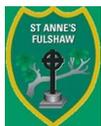
##### **EXCLUSION**

It is very rare that we would consider exclusion for any pupil. Our arrangements for dealing with exclusions are in accordance with DfE guidance [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf)

We carefully consider the circumstances in which an incident may have occurred; however there are certain behaviours that the school and its governing body consider to be absolute grounds for exclusion: racist, sexist or homophobic abuse or violence towards others.

##### **ATTENDANCE**

We take active steps to improve attendance which remains very high for all groups of pupils. The children receive certificates for full attendance at the end of the year. Regular attendance reviews are undertaken by the Headteacher, and concerns are communicated with parents at key points during the year. Support is offered to families for whom attendance is an issue via the Education Welfare Service.



## Our Local Offer for Special Educational Needs and/or Disability



### Working Together & Roles

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

The class teacher has the overall responsibility for pupil's learning and their day to day wellbeing in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for all pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, and interventions). Whilst children may take part in additional support groups, the responsibility for the learning of these pupils remains with their class teacher.

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

The Headteacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. She 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 SENCO, pupils might come into contact with a range of professionals brought in to work with a pupil such as a Speech and Language Therapist, a Play Therapist, an Occupational Therapist, an Educational Psychologist or the school nurse (parental consent is required for any contact with any of these professionals).

There are also a large number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff provide intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis.

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

We use a password protected pupil tracking and information system for all electronic data in school which highlights pupils' SEND and medical needs to all staff who log into the system. Staff can also interrogate the registration system to find additional details such as the address and contact details of parents and carers.

Information about SEND needs of pupils are shared with the relevant staff, held on our information system and highlighted to key staff members through informal and formal monthly meetings.

Education Health Care Plans are shared with class teachers and learning support staff as appropriate. Regular discussions take place over how the child's needs are being met and whether any changes in provision are needed. The staff review this formally once per term and feedback to the SENCO. Teachers meet with parents of children with SEND at least once per term.



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### Working Together & Roles

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

All school staff have a good awareness of SEND through regular staff meetings and formal professional training. The SENCO supports staff in developing their practice in relation to the specific needs of the pupils in their classes.

The SENCO is a specialist member of staff. Other staff have expertise in areas such as ASC, ADHD, and dyslexia. Our teaching assistants also have experience in leading emotional support groups, such as bereavement counselling. Our school is adapted for wheelchair users. In addition, we use Team Teach as a means of de-escalating challenging behaviour.

#### 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 close links with health professionals, for example, Child and Adolescent Mental Health Services (CAHMS) Speech and Language Therapy and Occupational Therapy. We work closely with social care teams, as well as with Parent Partnership and voluntary organisations such as Barnardos and NSPCC. After a referral has been accepted, some of our pupils access this additional provision.

We regularly organise multi-agency meetings to discuss pupil's needs, (e.g. CAF/TAC) and aim to ensure good communication with these groups in order to meet the need of pupils and their families. The SENCO will assist families in gaining the support they require from external agencies.

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

The child's class teacher should be the first person contacted to discuss a concern. They will be able to reassure or guide parents as to what the best course of action might be. A follow-up meeting may be arranged with the SENCO.

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

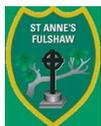
The SENCO is Ms Clare Daniel. Parents may telephone the office to make an appointment to see the SENCO. She can be contacted by email at [head@stannesfulshaw.net](mailto:head@stannesfulshaw.net)

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

The school governors share the responsibility for ensuring the quality of provision across the school. However there is a designated governor for SEND, Mrs N Lloyd, and she has regular meetings with the SENCO 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?

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are at the heart of the decisions made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners, this might mean that they are supported to attend meetings with professionals, for



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### **Working Together & Roles**

others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written or scribed 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. Often this will be a teaching assistant or their class teacher.

We have an active School Council who takes responsibility for sharing pupil views with the Senior Staff. All children have the opportunity to be elected to this body as selected by their class.

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

Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readings, accompanying trips etc. There are opportunities to join the Parent Teacher Association who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter. Parents also share their expertise and talents during the school's bi-annual Aspirations Week.

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

We recognise that the paperwork that often accompanies the provision of a child with SEND can often be daunting. Most class teachers are very familiar with this and can help parents interpret reports. The SENCO is available if parents need more detailed explanations or support. She can signpost parents to other agencies who may be able to offer further help. The termly Parent Partnership magazine is available in the school's entrance hall, and the SENCO can send out copies if required.



## Our Local Offer for Special Educational Needs and/or Disability



### Inclusion & Accessibility

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

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 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 etc. We have a range of extra-curricular school clubs and activities, which change each term (details available on the website <http://stannesfulshaw.net/page/extra-curricular-activities/7729>). Some clubs take place at lunchtime, which offers children who find a long social break difficult, an alternative activity.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

**Our school is on a single level. It has a ramp for wheelchair access into the main reception and from the playground.**

Are disabled changing and toilet facilities available?

Details (if required)

**We have 1 toilet adapted for wheelchair users.**

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

Details (if required)

**We have disabled parking at the front of the school.**

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

Details (if required)

N/A

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our building offers full access to children with physical disabilities. 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 additional adult support for sports sessions etc. Where required, the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. The school accessibility plan can be found as an appendix of our school prospectus <http://www.stannesfulshaw.net/page/school-prospectus/10155>

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.



## Our Local Offer for Special Educational Needs and/or Disability



### **Inclusion & Accessibility**

Where pupils and their families require communication through languages other than English, we would seek to provide translation for key meetings / communications.

All our classrooms in school make use of visual timetables. We are familiar with some other augmentative communication tools such as PECS.



## Our Local Offer for Special Educational Needs and/or Disability



### Transition

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

The school complies fully with the Equality Act 2012 and the School Admissions Code 2017 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 entry please email the main school office ([admin@stannesfulshaw.net](mailto:admin@stannesfulshaw.net)) who will discuss the application process with you.

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

We offer a range of transition visits for new reception pupils, which take place in the summer term each year. However we encourage the families of pupils with SEND to arrange a separate visit with the school SENCO so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENCO at [head@stannesfulshaw.net](mailto:head@stannesfulshaw.net)

Parents are welcome to visit the school at any point in the year for an individual tour and meeting with the Headteacher (SENCO) / key staff who will be involved in working with their child.

#### **How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)**

##### **ENTRY**

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the Headteacher. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after.

The class teacher and HLTA will arrange an informal home visit to meet the child and family of a reception aged-child prior to starting school in September. Parents can share any concerns with them. We also hold a Meet the Teacher evening early in the autumn term and parents' evenings three times each year.

##### **TRANSITION TO NEW SETTINGS**

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. We work closely with



## Our Local Offer for Special Educational Needs and/or Disability



### Transition

families at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings. We can advise parents and families when making decision about secondary provision. The Cheshire East Borough SENCO can also offer guidance as to what provision might best suit an individual child.



## Our Local Offer for Special Educational Needs and/or Disability



<b>Additional Information</b>
<b>What other support services are there who might help me and my family?</b>
The school SENCO is Ms Clare Daniel and she can be contacted at <a href="mailto:head@stannesfulshaw.net">head@stannesfulshaw.net</a>  Parent partnership can be accessed by following this link <a href="https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx">https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx</a>
<b>When was the above information updated, and when will it be reviewed?</b>
September 2017 and will be updated in September 2018
<b>Where can I find the Cheshire East Local Offer?</b>
The Cheshire East Local Offer can be found at <a href="http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx">http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx</a>
<b>What can I do if I am not happy with a decision or what is happening?</b>
As a school we encourage parents to address any worries or concerns initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, a parent remains unhappy with any aspect of the school's performance, they should contact the Headteacher who will explain how they might proceed.