

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	St. Michael's Community Academy
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 300px;" type="text"/>
Specific Age range	2-11 years
Number of places	420 (Rec – Year 6) Nursery = 24 2YO Nursery places; 26 Full time 3/4 YO Nursery places; 52 15hr 3/4 YO places
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div>

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

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



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

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Identification

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

We work under the Code of Practice and Cheshire East Toolkit for SEN/D.

Under the SEN Toolkit, there are five levels of support:

Universal Services: This is the entitlement of every child or young person (CYP) to receive quality first teaching. This means that all learning styles are planned for through a rich and varied delivery of the curriculum. Good practice ensures that a wide range of strategies are implemented in order to meet the needs of learners effectively.

First Concerns: Where a child's needs are not being met through universal services, it will be identified that there is a concern. These concerns are identified as early as possible and may be based on the pupil's general wellbeing, their emotional or social presentation, their progress and/or attainment or their profile against recognised characteristics of specific forms of SEN/D.

At this time, there will be a meeting between the class teacher and parent/carer(s). A discussion form will be completed, alongside a First Concerns Profile and your child would be placed on the First Concerns register. The Profile would be reviewed between 6 and 12 weeks; the length of time being determined by the action taken. At the review, there will be one of three outcomes: your child will be removed from First Concerns as the needs have been overcome; your child will remain at First Concerns and additional actions will be taken or your child will be moved to SEN Support.

SEN Support: It might be necessary to increase the level of support required in order for your child to be able to successfully make progress in all areas. This will follow on from the review of First Concerns, where such actions have had minimal impact. At this stage, your child will be placed on the SEN register and an initial meeting would be arranged between parents, class teacher and the SENCo. An SEN Support plan would be implemented, which includes both parent and pupil views, as well as an Assess, Plan, Do, Review cycle. The actions agreed at this stage can include external agency advice, for example from Speech and Language therapy services or the Cheshire East Autism Team (CEAT). The cycle is completed and reviewed between 6 and 12 weeks by the class teacher and parents; the timescale is dependent upon the actions identified.

Complex: On some occasions, the severity, persistence and complexity of a child's needs can result in the requirement of an Education, Health and Care Plan (EHCP). This will be identified through the assess, plan, do, review cycle and external agency involvement. This requirement is identified when the input required to meet the child's needs are such that additional resources are required by the school. These resources can include equipment and/or additional 1:1 or small



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Identification

group support. At this stage, the SENCo will complete a Needs Assessment which is sent to the Local Authority and placed in front of a panel for a decision to be made. If successful, statutory assessment is then undertaken and an EHCP is written according to needs identified by the LA.

School staff receive a regular programme of training to support them in the identification of SEN/D and there is information on the school website to support parents with this. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. Termly support is offered to class teachers by the SENCO/Assistant SENCO to support with identification and target setting.

Following from identification of a need, the class teacher would then discuss these concerns with the pupil's family and the pupil themselves (where appropriate). This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class based support approaches, out of class interventions or a more bespoke differentiated approach. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO / Assistant SENCO keep a record of pupils requiring additional/SEND support in order to monitor the progress of these pupils, and to plan for provision across the school.

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 be your child's class teacher. Class teachers are usually available at the 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 SENCO. Alternatively, the school SENCO can be contacted directly via the email address provided on the website or the school office.

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

The school's SEND policy and other relevant policies can be found on the school website.

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Teaching, Learning and Support

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



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Teaching, Learning and Support

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

All children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

Where required, more specific intervention approaches are implemented and regularly reviewed.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Play therapists and Occupational Therapists. In some cases these specialists might work in school with the child.

Where high levels of additional support are required, a personalised support plan is created, which will outline the provision available to each child and will be co-produced with parents, who will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

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 children in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and needs, 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 disorders, visual supports may be used to accompany auditory information. Systems are in place to ensure information regarding pupils with SEND and medical needs is shared with all relevant staff. 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 taught, for example by re-visiting objectives covered in previous year groups. We 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 specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school.

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

St. Michael's Community provide high quality teaching for all learners with SEND. A proportion of the SEND budget is allocated to class based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes, alternative seating etc. In some cases, it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHC Plans). The SEND budget is the responsibility of the head teacher and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.



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Teaching, Learning and Support

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 children's needs are initially identified, a discussion takes place between teachers, parents and pupils. 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 occasionally the school seeks the advice of other agencies for support on this. Parents and pupils will be fully involved in decisions about support and provision. 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 are able to access support from Cheshire East Information Advisory Service for the same support.

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

The school possesses a range of equipment and facilities to support pupils with SEND and the school Principal makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required the school SENCO liaises with the relevant external advisory 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 often best placed to identify where progress is falling or excelling. For learners with the most significant needs, regular contact with families takes place. Contact may take a variety of forms. Formal monitoring of progress takes place termly in the form of a pupil progress meetings held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held termly and via the termly school report to parents. For learners with SEND, SEN support plans will be discussed with parents at parent-teacher meetings, and for those with EHC Plans an annual review will be held in an addition to termly meetings. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.

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 are an integral part of any plans made about their education. Pupils' 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. 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.



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Teaching, Learning and Support

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 Principal and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The SENCO works closely with a cluster of schools and various outside agencies which enables opportunities for consultation and continuing professional development. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. In addition, for those children with an EHC Plan, the individual opinions of pupils and parents regarding the effectiveness of support are formally sought annually and collated to inform decisions about future provision.



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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 paramount. Information about pupils with SEND is communicated to relevant school staff, which outlines any areas which could pose a risk to the pupil. Where risks are identified measures are taken to limit these. Where a significant risk is identified a risk assessment would be carried out, and/or outside agency advice sought, and if needed, appropriate plans would be put in place. If required, additional support will be provided for unstructured times of the day. For any off-site visits school adheres to Cheshire East offsite risk assessment procedures, and if necessary individual risk assessments would be carried out and shared with parents.

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 PHSE teaching, we run a full-time nurture provision to support for pupils with identified well-being and SEMH needs. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtimes, where play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities, and our Family Support Worker is available to support pupils and families in a holistic way.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity.

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, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

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The school has two Family Support Workers who provide bespoke interventions for children with attendance, welfare and social issues. They also offer parenting advice, support and training. These staff are also qualified Nurses who maintain a current registration with the RCN.

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

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have regular 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 it is administered by either family support worker (qualified nurses) or by an identified member of SLT.

In some cases 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 communicated to relevant staff. Where necessary staff will receive training in the administration of specific medication.

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, for example, pupils usually stand whilst changing nappies, and are encouraged to take as active a role as they can. Pupils who are developing verbal skills are provided with a range of tools to help them communicate toileting 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. If needed an Intimate Care Plan will be put into place and shared with parents.

PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.), 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 e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

SHARING OF MEDICAL INFORMATION

We use a password protected integrated information management system for all electronic data in school which highlights pupils' SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. However confidential information is kept within a secure recording system (CPOMS) and accessed by relevant staff only. 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 in



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appropriate areas, accessible as required. 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 shared with staff as appropriate.

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. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness. All teaching for core subjects is uploaded onto Purple Mash (the school’s learning platform) on a weekly basis from Y1 upwards.

TRAINING

Staff undertake first aid training, as required, and are trained by the appropriate medical clinician in the administration of rescue medication such as epi pens and diabetes medication, as required. Where necessary the school seek 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)*

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 employs two Family Support Workers who might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc.). We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development.

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

BEHAVIOUR

The school has a clear behaviour policy which is implemented consistently. 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 pupils whose behaviour challenges is to firstly understand this behaviour. Our focus is on proactively avoiding behaviours, deescalating 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.

EXCLUSION

Exclusions are used as a last resort where other approaches have been unsuccessful. A copy of the school’s exclusion policy can be on the website.



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ATTENDANCE

We take active steps to improve attendance. Our Family Support Worker works closely with families where attendance is of concern to find remove barriers to increase attendance.



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Working Together & Roles

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

The class teacher has the overall responsibility for pupils' learning and their day to day well-being 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 pupils, and to ensure that any resources in place to support pupil learning are used efficiently.

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

The Principal 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. They may work individually with pupils, and carry out assessments where required, and will usually host formal meetings such as annual reviews.

In addition to the class teacher and SENCO pupils might come into contact with the following:

- The Family Support Workers have responsibility for ensuring the pastoral needs of pupils are met (parental consent required for regular planned contact).
- The Nurture provision team work with a range of needs and might work individually with pupils or advise other staff.
- External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent / carer.
- For pupils with the highest levels of need, an additional adult might be assigned to work with the pupils who, in addition to the class teacher, will act as a hub for information about the pupil.

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?

Systems are in place to ensure information regarding pupils with SEND and medical needs is shared with relevant staff. All class teachers and relevant school staff will have access to a copy of personalised support plans, EHC Plans and there are regular opportunities to discuss the content of these.

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

All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCO / Assistant SENCO to develop their practice in relation to the specific needs of the pupils in their classes.

The school SENCO has National SENCO Award.

The Family Support Worker has undertaken a wide range of relevant professional development opportunities, and has an enhanced knowledge of pastoral care and safeguarding pupils.



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Working Together & Roles

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 has close links and works with a wide range of outside agencies, including CEAT, EP, OT, PT and SALT. We organise, where appropriate, multi-agency meetings to discuss pupil's needs (e.g. Early Help), and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

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

Your first point of contact should be your child's class teacher. The school SENCO is also available to support you in matters relating to SEND.

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

The school SENCO is Mrs Christine Flannagan - contact details can be found on the school website.

What roles do 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 (Glyn Lowe), and regular discussions between the SEND governor and SENCO take place to monitor progress of pupils with SEND.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans 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 express their views in alternative formats. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult. There is a school council, made up of pupils who meet regularly to share views, and in line with the Code of Practice, the school ensures that, where practical, pupils with SEND are represented within this group.

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. Parents volunteer in school e.g. hearing readings, accompanying trips etc. There are opportunities to join the PTA 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.

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



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Working Together & Roles

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO, 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: the school newsletter, website and via emails.



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Inclusion & Accessibility

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

As an inclusive school setting we ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. 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 out of school clubs and activities all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential).

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Access to the school is made via ramps and level walk ways.

Are disabled changing and toilet facilities available?

Details (if required)

We have accesibility toilets available.

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

Details (if required)

We have a disabled parking space. Taxi drop off points are negotiated by need.

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 policy can be found here: [on the website](#). 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.



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Inclusion & Accessibility

For those pupils whose first language is not English (including parents and carers), we aim as far as possible to translate key communication documents into their first language, and when required we can access translators e.g. for Early Help/ review meetings.

We have a range of methods for communicating with parents/carers; these include email, text and letters home.



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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 entry please email the main school office (smcaoffice@sbmat.org) who will discuss the entry 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 Pre-school and Reception pupils. We encourage the families of pupils with SEND to arrange additional visits with the SENCO so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the school office smcaoffice@sbmat.org

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)*

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 SENCO / Assistant SENCO. For pupils with an EHC plan, the Local Authority will consult with the school to see whether we are able to meet the needs outlined in the plan. Transition plans are implemented as required and are personalised to meet the needs of the pupil and may include visits to the school, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

TRANSITION TO NEW SETTINGS

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. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure the appropriate approach is taken. We have good links with our local high schools and work closely with the staff from those settings.



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Additional Information

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

The school SENCO (Contact details available on website) or the Family Support Worker (contact details on website) in school can provide details of further support for families.

Cheshire East Information Advisory Service provide advice and support to parents whenever required.

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

This information was reviewed in April 2023 and will be reviewed annually.

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

| The Cheshire East Local Offer can be found at <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/what-is-the-local-offer.aspx>

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

As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher, and then subsequently with the SENCO / Assistant SENCO, as required. If concerns remain present, the Principal can be contacted through the school office. 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, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the school website.

Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found within the Cheshire East Local Offer.