

## 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

Audlem St James' Primary School





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



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<b>Name of Setting</b>	Audlem St James 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"/> 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 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>	210 Primary places
<b>Which types of special educational need do you cater for?</b> <i>(IRR)</i>	<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. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <input type="text"/> <input type="text"/>

Commented [VH1]: I have amended the layout issues with this table for you, and ticked the boxes according to your email instructions.

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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<b>Identification</b>
<b>How will you know if my child or young person needs extra help? (<i>IRR</i>)</b>
<p>As a school team we use our wide range of experience to help us identify those pupils who may need extra help. We consider the whole child and will look at a child's learning, social and emotional well-being and any changes in their behaviour. We receive comprehensive staff training to ensure that all the children reach their full potential through early identification and high quality intervention. To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns. These include:</p> <ul style="list-style-type: none"><li>○ Regular informal/formal discussions with the Class Teacher, SENCO and Head Teacher about pupil's progress in each class, during which we identify any pupils who are not making expected progress.</li><li>○ Regular progress meetings with the Head Teacher which result in specific actions for all children to ensure they are achieving the best they can.</li><li>○ As a staff, we share any concerns about progress or concerns about a pupil's general well being.</li><li>○ Talking to parents and listening to their concerns or worries.</li><li>○ A record of these discussions will be kept in a First Concerns discussion record. The pupil's progress will be tracked and reviewed.</li><li>○ If further support is needed, actions will be planned and desired outcomes will be recorded in a First Concerns Profile.</li><li>○ Talking to the pupil and listening if they say they need extra help or have worries.</li><li>○ Liaison with any other professionals such as health professionals.</li><li>○ Talking to any previous school or any prior education setting the pupil may have been at.</li><li>○ Records of class interventions are monitored and evaluated with the SENCO.</li></ul>
<b>What should I do if I think my child or young person needs extra help?</b>
<p>If you think your child needs extra help you should:</p> <ul style="list-style-type: none"><li>○ Speak to the class teacher and make an appointment to speak to him or her after school.</li><li>○ The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan next steps where it is needed.</li><li>○ You can contact the SENCO directly by making an appointment with the school office.</li></ul>



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### Identification

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

- Please visit Audlem St. James' website at [www.audlemstjames.org.uk](http://www.audlemstjames.org.uk)
- The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils.



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### Teaching, Learning and Support

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

- The school teaches pupils with SEND in accordance with the Cheshire East area wide offer (see [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer))
- We are an inclusive school and aim to provide a learning environment, which will meet a wide range of different needs.
- In the school we have a wide range of expertise and skills, which support the teaching, learning and support for pupils with SEND across the school day.
- We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a personalised approach to learning across the school day; other pupils will need learning differentiated to meet their particular needs whilst still providing challenge.
- Planning for SEND pupils is done by the individual class teachers with the support of the SENCO and includes quality first teaching.
- Parents are invited to meet with the class teacher and SENCO three times a year to discuss provision and impact. This is called a 'SEN Support' meeting.
- A 'SEN Support Plan' is developed collaboratively with the child, parents and school staff and identifies a pupils strengths, barriers to learning and inclusion, aspirational outcomes, short term outcomes and strategies to achieve these outcomes.
- At this point, the children will be added to the SEND Register.
- Additional adults or key people are used flexibly across the school and may be in a class to support an individual or groups of pupils, or may be supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupil's independence across all areas of learning and the school day.
- We have the support and advice of a Lead SENCO who is also a qualified specialist dyslexic teacher and is experienced in working with pupils with a wide range of SEND.

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

- As an inclusive school we all work within the school curriculum and we adapt the learning environment to ensure all pupils can access their learning at an appropriate level. This may mean that learning and the school environment is differentiated or personalised to meet specific needs, and/or it may mean that specialist equipment or adaptations are put in place, or that the learning is differentiated to account for individual specific needs.
- Individual pupils' progress is tracked and monitored using Educater and through Provision Mapping; it is reviewed on a half termly basis by the Head Teacher and SENCO to ensure that all reach their full potential.
- Each child with an EHC Plan also has a one page profile to help support and explain the child's needs, interests and strengths.



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### Teaching, Learning and Support

- We seek professional advice from other agencies, such as the Cheshire East Autism Team, Educational Psychologist, Occupational therapists, Child and Adult Mental Health Services and Speech and Language Therapists, to help us match the curriculum and learning environment to a pupil's needs.

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

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

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

- When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the class teacher and SENCO.
- During the meeting the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed.
- These will be shared with the pupil and his or her views will be included in the decision.
- The school has a wide range of expertise and understanding about the type of support a pupil may need; if there is any differences of opinion about the support a pupil needs to achieve the agreed outcomes then outside expert help will be sought – for example the Cheshire East Autism Team or Educational Psychologist – to support the decision.
- All resources, training and support are reviewed regularly and changes made as needed.



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### Teaching, Learning and Support

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

- If any specialist equipment or facilities are required then, where possible, this will be met from within the school budget, for example a writing slope and scribes for exams.
- Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a teacher of the deaf or occupational therapist. This may then be met by the school budget or may form part of the provision within an Education, Health and Care (EHC) Plan, for example specialist hearing aids for a deaf pupil.
- Some specialist equipment can be secured on loan from specialist agencies.

#### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

- Your child's progress is continually monitored by the class teacher and it is formally reviewed by the Head teacher and SENCO three times a year.
- The SENCO continually monitors the progress and support for pupils with special needs and if she is concerned about any aspect of your child's progress, she will contact you to discuss it.
- There are assessments which are statutory and you will receive these at the required time, for example: EYFS (Early Years Foundation Stage) baseline and statutory assessment results.
- Pupils with SEND will have 3 Parents evenings each year, linked to the school cycle of parents' evenings. They will be invited to meet the class teacher and SENCO to review progress and plan next steps.
- Pupils with a statement or an Education Health and Care plan will have a formal Annual Review each year.
- If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher or make an appointment to speak to the SENCO.
- If the teacher or SENCO has any concerns or worries during the year then they will contact you either by email, in person or by phone call.
- Some pupils and their parents benefit at times from a home school contact book.
- When a pupil first comes to school or has perhaps had a challenging time, individual daily face-to-face feedback may be needed for a short time.
- All pupils receive an Annual Report in the summer term.
- We have Home School Diaries in each year group (R- Year 6) which is a valuable tool for dialogue. Each week parents receive a class letter briefly summarising the following week's activities and learning focus.



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### Teaching, Learning and Support

- Parents can also email teachers or school with questions or concerns.

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

- We encourage the active participation of pupils in all aspects of their learning.
- We have a School Parliament which meets weekly.
- Through our marking policy we identify areas of progress and areas that need further development. The pupils are given time to read, reflect and respond to the comments in daily cloud time.
- Across the year we talk individually to all pupils about their learning and plan next steps with them.
- Where a SEN Support Plan is in place, the pupil voice will be included and will help school and parents when planning the learning outcomes for the child.
- For the Annual Review process, the pupil's ideas and thoughts about the year are reported. The pupil is invited to share in part of the review meeting.
- We ask pupils about their learning and how they learn best, which is often key to reaching the learning outcomes that have been agreed.
- A pupil voice survey is carried out annually and outcomes from this are actioned.

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

- The Head Teacher and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
- We plan the support for SEND pupils through a Provision Map.
- The success of interventions and support programmes are monitored closely, to ensure that they are both effective and good value for money.
- The school works closely with cluster schools to monitor and reflect on the effectiveness of provision. We share ideas, resources and expertise.
- Close links with year group colleagues in cluster schools is used as a valuable tool to monitor and share good practice.
- The SEN Governor maintains an overview of the school's provision through meetings with the SENCO.





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### Teaching, Learning and Support

- The SENCO reports annually to the Governing body.
- For the Annual Review process a survey of parents' views is undertaken; opinions form the basis of planning and provision and contribute to the Strategic School Development Plan.

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### Keeping Students Safe and Supporting Their Wellbeing

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

- We follow the school's safeguarding policy (this can be found on our website at [www.audlemstjames.org.uk](http://www.audlemstjames.org.uk)).
- We aim to include all pupils in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and need extra support at different times of the day. To ensure they stay safe and support their well being we may, for example, at playtimes provide an alternative quiet space to the playground or at lunch time provide a quieter place than the hall to eat their dinner.
- Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom; this may include a link session each day to discuss any worries or problems.
- We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip.
- There is always a first aider included as part of the staff team for all off site activities.

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

- Our school is a nurturing school and all staff are part of the pastoral support system.
- We understand that pupils with SEND can face many challenges which may impact on their overall well-being and they may need extra pastoral support. After discussion with the pupil and parents we may name a key person to add an extra point of contact and individual support.
- Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs, for example the use of circle of friends, play leaders and singing playgrounds. Furthermore, our



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### Keeping Students Safe and Supporting Their Wellbeing

Midday Assistants receive training promoting social skills and play opportunities at lunchtime.

- We are mindful that it can be challenging for brothers and sisters of pupils with a special need and where needed will give opportunities for them to have a 'time to talk' with a key adult and be sensitive to their needs as well.
- We do not tolerate bullying in our school and we follow our school behaviour policy (this can be found on our website at [www.audlemstjames.org.uk](http://www.audlemstjames.org.uk)).
- We have a Wellbeing Team that is comprised of pupils, staff and can draw upon outside agencies such as the expertise of our PCSO and School Nurse.
- Audlem St James Primary School is a nurturing environment. Our school promotes a whole school approach to the support of individuals with academic, emotional, social and behavioural problems.
- All staff have been trained to support children with Attachment difficulties.
- We use an Emotional Coaching approach to support children and to resolve conflicts.
- SENCO has been trained in Restorative Practice and this training has been cascaded to all staff as part of our Strategic School Development Plan.
- Learning Conferences are used for targeted children. These conferences are half termly one to one sessions with each child's class teacher focusing on what a child is doing well and what their next step targets should be; as well as reflecting on how they will achieve their agreed targets.
- All staff have received training from TOOLS For Schools aimed at promoting an Emotionally Healthy School including: Emotionally Healthy Schools, Resilience and Attachment.
- TAs have been trained to deliver interventions promoting positive mental health including CBT Cool Connections, Resilient Classrooms, Next Steps and the Zones of Regulation.
- Children new to school are always allocated a buddy to help to induct them into school life e.g. Reception, Year 6 buddies and 'new to school' in class buddies.
- Children participate in activities for Children's Mental Health Week each year focusing upon Kindness, Resilience and Being Ourselves using resources from the Place2Be website.
- Pupils deliver messages and support their peers through Collective Worship. The groups include Anti- Bullying Ambassadors and Wonderful Worship Leads and our ethos; behaviour is consistently outstanding; anti-bullying week is established
- Teaching Assistants work with groups of children to help with social, emotional and behavioural skills. This includes nurture Lego Therapy, Social Stories, Countoons and social games.



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### **Keeping Students Safe and Supporting Their Wellbeing**

- We have paid for extended programmes of therapy sessions, including animal assisted therapy, for children identified as requiring tailored specific support.
- Pets as Therapy is used to encourage reluctant readers to read to a hearing dog.
- Forest Schools to promote resilience, self-esteem and team building.

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

- The school has an administration of medicines policy which can be accessed on the school website ([www.audlemstjames.org.uk](http://www.audlemstjames.org.uk)) by selecting the school forms button.
- If medication is prescribed by the Doctor a request form must be completed at Reception before a member of staff is able to administer it.
- We work closely with the School Nurse and if medication needs to be taken over time in school, then after discussion with the school nurse, parents and staff, a plan is agreed and put in place.
- We have training on the administration of Epi pens and would seek any extra training needed to address any other specific needs that a pupil may have as it is required.
- We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs.
- If a pupil needs any personal care, then a Personal Care Plan will be developed with the support of parents and medical professionals, such as the continence service. Where possible the pupil's views will also be shared.
- We review all personal hygiene plans to ensure we respect a pupil's privacy and dignity.
- We would ask parents to inform school if a pupil has time off for medical appointments and we will record this absence as 'medical'.
- We have trained First aiders whose training is regularly updated. There is list posted of First Aiders available at the school.
- First aiders are included as part of the staff team for off-site activities.

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

- Our school ethos is to nurture all pupils. Our Visions and Values statement is:  
*Our school is a place where EVERYONE matters. We all care for each other in our Christian community and we are inspired to reach our true potential by becoming confident and independent individuals.*  
*Together we learn play and pray*  
This is further reflected in our Bible Quotation chosen by School Council members, to reflect how we work in school. At our school we strive to:



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### Keeping Students Safe and Supporting Their Wellbeing

*'Let your light shine' (Matthew 5:16)*

- We have a strong PSHE curriculum which includes the use of Kagan structures to build collaborative learning skills and a philosophy for children further developing confidence in speaking and listening.
- The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor may be chosen to fulfil this role.
- We work in partnership with other agencies to promote Emotional Health and Wellbeing. Staff have worked in partnership with TOOLS4SCHOOLS to deliver interventions including Resilient Classrooms and Cool Connections. Lego Therapy and Friendship Terrace are also used as tools within school.
- We seek advice from other agencies such as Child and Adolescent Mental Health Services (CAMHS) and Cheshire East Autism Team.
- Where a child needs extra help developing their emotional and social skills we may put in support such as: social skills group, reflection time, quiet time, linked point of contact and buddy system.

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

- We have a positive approach to supporting and developing good behaviour.
- Our Behaviour Policy can be found by selecting the Policies button on the website ([www.audlemstjames.org.uk](http://www.audlemstjames.org.uk)).
- We recognise that challenging behaviour is not a special educational need, but we also recognise that some SEN pupils' behaviour may need extra support and understanding. Parents are involved in identifying and discussing specific issues and an individual behaviour plan is written to identify support and set targets.
- If there is a risk of exclusion, parents are fully included in all aspects of the process and outside agencies will be contacted for advice. Our Policy on exclusion is contained within the Behaviour Policy.
- Attendance is monitored daily. Where a pupil with special education needs has poor attendance we would seek to discuss this with the parent and where possible seek advice from the Education Welfare Officer.
- Good attendance is promoted through the use of the weekly attendance cup and half termly 100% attendance certificates. We pride ourselves on high standards of behaviour in school and there are clear rewards and sanctions in place. Incentive schemes include: Team Points, Star of the day, Praise Book and Wow Moments.



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### **Working Together & Roles**

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

The role of the class teacher is:

- To deliver quality first teaching and adapt it to meet individual pupil's needs.
- To check progress across the year and identify where additional help or support may be needed.
- To discuss with the SENCO any extra additional help your child may need.
- To plan with any additional adults or key people the implementation of any extra support or intervention.
- To listen to specialist advice such as Cheshire East Autism Team (CEAT) and adapt teaching and learning -as advised.
- To be the first point of contact for parents.
- Has overall responsibility for pupils' learning and their day-to-day well being in school.
- To ensure the School's SEND policy is followed in their classroom.

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

- The Head Teacher
- SEND Governor
- The SENCO
- Key worker or a Learning Support Assistant may have a role depending on the pupil's needs at the time. Pupils may work with different adults throughout the day.
- Outside agencies may have a role, for example Speech and Language Therapist and Educational Psychologist.

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

- The SENCO shares the information about a child's SEN Support Plan or EHC plan with key staff and helps plan with staff how the outcomes can be achieved.
- Staff members are regularly up dated about any significant changes to provision through staff meetings and through formal and informal discussions.
- Each child with an EHC plan or who is recorded as school based SEN Support will have a SEN Support Plan to help support and explain the child's needs, interests and strengths.



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### **Working Together & Roles**

- The SEN Support Plan will be collaboratively developed with the pupil, the parents, the teacher and the SENCO and will take into account any advice given by other agencies, such as Educational Psychologist.

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

The school has a wide range of expertise and skills to support pupils with SEND. These include:

- A SENCO who is a nationally accredited SENCO.
- All our teachers hold qualified teacher status and all staff receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, ADHD and speech and language.
- The school SENCO is part of the SENCO cluster group, which is well-established and meet regularly to share and build on expertise across the Partnership and in school.
- The school accesses support from a lead SENCO who is experienced in working with a wide range of pupils and young people with SEND. She is a specialist AMBDA qualified teacher. She meets regularly with the school SENCO to support best practice. She supports and advises class teachers on individual pupils and works in collaboration with the school, parents and other professionals to work towards best outcomes for SEND pupils.

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

Through our cluster schools, our school is supported by a Lead SENCO who visits the school regularly and supports all aspects of SEND across the school. We have :

- SENCO cluster meetings each half term to share expertise and knowledge.
- Educational Psychologists cluster meetings are held half termly.
- Cheshire East Autism Team cluster meetings are held half termly.
- Emotionally Healthy Schools CAMHS link team consultations.

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

These include the:

- Educational Psychologist
- Cheshire East Autism Team



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### **Working Together & Roles**

- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Medical services such as the Community Paediatrician, the Continence Service, occupational health and physiotherapy.
- Speech and Language Therapy Team
- Medical Needs Team.
- Social Care
- We also liaise closely with ABC pre and after school care provider.

The Cheshire East Local Offer is available from: [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

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

- The first point of contact is the class teacher
- Or you can contact the SENCo, Mrs Richardson; an appointment can be made through the office.

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

- The SENCO is Mrs Richardson. You can contact her via the school office.

### **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 there are regular meetings between the SEND governor and SENCO, to ensure that all pupils including those with a special need or who are looked after make progress.
- The SEND Governor is Mrs Siddorns.
- The Looked After Children governor is Mr Brennan.

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

- Pupil voice is very important and valued in our school.



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### **Working Together & Roles**

- We have Pupil voice surveys and a School Parliament.
- We ask the pupil about their thoughts and feelings before each parents meeting.
- We formally record the pupil's thoughts before each Annual Review and this forms part of the official review process through their key worker.
- Where possible we invite pupils to come into the Annual review meeting so they can share their ideas and viewpoint.
- Pupil's views and ideas are included in the SEN Support Plan. The pupils review their SEN Support Plan, with their teachers, three times a year and this helps inform the parents and teacher pupil passport review meetings.

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

We encourage parents to be actively involved in the school, for example by:

- Joining Friends School's Parent Teacher Association
- Being a 'Parent helper' in class or as a volunteer reader.
- Contributing to the Parent Forum meetings which are held termly in school.
- Helping on trips.
- The weekly newsletter keeps parents in touch with events in school and the introductory Class meetings detail how parents can support their child's learning and signposts events for the year.
- 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)***

- The school, led by the SENCO, provides support to parents as required. If a parent wishes to talk to the SENCO then an appointment should be made with the office.
- The school will signpost organisations, such as Parent Partnership, and will signpost the LA Local offer as an information point for information and guidance.
- [The Cheshire East Local Offer is available at: www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)





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### **Working Together & Roles**

- If any of our pupils are entitled to transport to school we would liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.



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### Inclusion & Accessibility

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

- We aim to include all pupils in all aspects of the school inside and outside the classroom.
- Some pupils need a more personalised approach and need extra support for different activities outside the classroom.
- We carry out risk assessments for all off site activities and residential visits, to ensure that everybody's health and safety will not be compromised.
- If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip or a more personalised approach to the activity or trip.
- If in the unlikely event that it is considered unsafe for a pupil to take part in an activity in school or out of school then we will organise alternative activities for the pupil.

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

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

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

Details (if required)



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### Inclusion & Accessibility

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

Details (if required)

Not applicable

The school's Accessibility Plan and Policy adheres to the Children and Families Act 2014 and can be found via the school website under the policies button. Our practice is and policy adheres to the Equality Act 2010.

Where translation is needed to support parents understanding of English, we will endeavour to support this through use of translation services.



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



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### Transition

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

- Please contact our Head Teacher via the office to make an appointment about your child joining our school.
- Please refer to our admissions policy by selecting the Admissions button on the website ([www.audlemstjames.org.uk](http://www.audlemstjames.org.uk)).
- The school complies fully with the Equality Act 2010 and the School Admissions Code 2014 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

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

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

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

Transition can be a difficult time for both your child and the family.

- If your child is moving to another school we will:
  - Endeavour to contact the new school's SENCO and share information about any special arrangements which have been in place to support your child's learning and inclusion.
  - We will transfer all records about your child as soon as possible.
- If your child is starting in EYFS (Early Years Foundation Stage)
  - We would welcome contact from you when you have formally indicated us as your first choice school.
- When we know your child is joining our school:
  - We will visit the children in their current setting and may put in place extra visits with key workers.
  - We will meet with you and anyone else who can help prepare and support your child's move to our school.
  - We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
  - We may decide together that we need an inclusion plan.
  - We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition.



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



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### Transition

- If your child is moving to Year 7
  - High School staff will visit our school to share information with our Year 6 staff. Where possible the High school SENCO will be involved in any Annual Reviews in Year 6.
  - Extra visits may be arranged in consultation with your child, both schools and parents.
  - We will meet with you and anyone else who can help prepare and support your child's move to the school.
  - We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
  - We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and transition between schools is successful.
  - We will transfer all records about your child as soon as possible.



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



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<b>Additional Information</b>	
<b>What other support services are there who might help me and my family? (IRR)</b>	
Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family <b><a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a></b>	
Parent Partnership are signposted to offer further support <b><a href="https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx">https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx</a></b>	
<b>When was the above information updated, and when will it be reviewed?</b>	
This school report was updated Autumn 2021. It will be reviewed in Autumn, 2022.	
<b>Where can I find the Cheshire East Local Offer? (IRR)</b>	
From 1 <sup>st</sup> September 2014, the Cheshire East Local Offer can be found at <b><a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a></b>	
<b>What can I do if I am not happy with a decision or what is happening? (IRR)</b>	
If a parent is unhappy with the provision that we are making for their child then you should initially approach the class teacher or the school special educational needs coordinator (SENCO). If this does not resolve the problem then the parent should speak to the Head teacher. If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from Parent Partnership <b><a href="https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx">https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx</a></b> Parents are advised that the school complaints policy can be accessed through our website <b><a href="http://www.audlemstjames.org.uk">www.audlemstjames.org.uk</a></b> .	