

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

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



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



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

----- Click here to return to the front page -----	
<b>Name of Setting</b>	
<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 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 type="checkbox"/> Academy <input type="checkbox"/> Free School <input checked="" type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	4-11
<b>Number of places</b>	210 places (211 children on school roll)
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<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; 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).



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



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

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

#### Identification

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

The school has an excellent reputation for identifying and supporting children with SEN.

Children with SEND are identified as early as possible within our setting. Initial identification is usually through concerns raised by the teacher, school staff or parents. These concerns may be based on the pupil's general wellbeing, emotional or behaviour concerns, their academic progress or any recognised characteristics of specific SEN needs. Early identification is paramount, therefore school staff review and monitor children's progress throughout the year.

Teacher's meet with the Headteacher to discuss individual progress and needs in pupil progress meetings. School staff receive support and training in identifying SEN needs and there is information on the website for parents. The school SENCO also tracks and monitors children's progress and is always available to teachers to discuss specific needs.

Concerns are initially raised with the Headteacher and school SENCO who will meet with those working with the child, the child's family and the child themselves. Discussions will focus on the desired outcomes for the child, and what provision is needed to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be to offer class based support, such as differentiation and teaching methods. For some children, in addition to class based support, out of class interventions might also be offered. Those children with more significant needs might be referred to outside agencies for further support and advice. The SENCO keeps a register of those children who require additional support and tracks, monitors and maps the progress of these children.

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

If you have any concerns about any aspect of your child's education the first port of call should be your child's class teacher. School has an 'open door' policy and class teachers are usually available before and after school and are happy to make appointments if you require a longer discussion. The class teacher may then seek involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly before or after school or by email (mrs.freeman@goostrey.cheshire.sch.uk.)

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

The schools SEND policy can be found on the school website. Each class has its own Start of Year pack and webpage which is updated weekly. The school prospectus is available on the school website.



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



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

### Teaching, Learning and Support

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

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

It is our aim that 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 learners. Class based approaches might include alternative ways of recording work, visual prompts, small group work, 'booster' groups etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for all learners in the class.

The school undertakes a wide range of intervention programmes in each year group to assist children who require support which goes beyond class based approaches. The school is well resourced with published or commercially available support packages in reading, maths, literacy and other needs. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Educational Psychologists and Occupational Therapists. In some cases these specialists might come into school to work with the child for some sessions.

Each child on the SEN list may have a personalised 'School Support Plan (SSP)' which will outline the provision the child receives in school; this is also available to parents and is reviewed by the class teacher, parents and SENCO three times a year. Parents are fully involved in the planning of support for the child. There are regular review stages and transition meetings when the child moves between year groups. The SENCO is always available to parents for a face-to-face meeting or through email.

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

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. The child may hold an SFP in class which will profile their needs and current provision. The school has an SEN file on their computer network which holds detailed information about each child on the SEND list which is available to all 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 covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENCO and other specialist special needs teaching assistants. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular SEN meetings held between class teachers and the SENCO. SENCO undertakes 'Friday Monitoring' where the views of pupils on the SEN list are sought in regards to their learning. In KS1 children are streamed in phonics to ensure they are receiving the appropriate level of teaching.



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



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

### Teaching, Learning and Support

#### 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 used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes, alternative seating etc. For those requiring provision additional to class based approaches, funding facilitates the school's "menu" of intervention programmes. 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 EHCPs). The SEND budget is the responsibility of the Head teacher, School Business Manager (SBM) and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. The SENCO also works in partnership with all school staff to ensure the school has high quality resources which meet the specific needs of different learners.

#### 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 pupils needs to meet those outcomes will be agreed. School staff are usually best placed to advice on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advice on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and 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. Interventions are evaluated regularly to ensure that they are effective and the school SENCO monitors and maps all interventions that take place across the school.

#### 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 (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 procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.



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

### Teaching, Learning and Support

#### **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, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at termly review stages and via the annual school report to parents which is sent home during the summer term. For learners with SEND, personal provision plans will be discussed with parents at parent-teacher meetings, and for those with EHCPs/Statements an annual review will be held. 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. The SENCO is also available to parents for face-to-face meetings or through email.

#### **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. 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, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. SEND pupils get the chance to review their provision several times a year and to make suggestions about what might help them further. Pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them. At the start of each year SEND pupils will complete an 'All About Me' profile with an adult, to discuss the pupil's views on their strengths, weaknesses, likes, dislikes etc. This is reviewed at several stages throughout the year. SENCO undertakes 'Friday Monitoring' where the views of pupils on the SEN list are sought in regards to their learning.

#### **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 head teacher and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The school SENCO undertakes a thorough evaluation of SEND systems and provision once a year against a set of 'outstanding' criteria. The SENCO provides several reports to school governors each year summarising the schools SEND provision. The SENCO works with the School Improvement Partner (SIP) to ensure that school SEND provision is of a high standard. 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



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

### Teaching, Learning and Support

to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils regarding the effectiveness of support are sought through regular monitoring of their opinions by the Senior Management Team. Information is collated and discussed at Senior Management Team meetings to inform decisions about future provision. The school SENCO attends meetings with other SENCOs from the local area to discuss good practice.

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

### Keeping Students Safe and Supporting Their Wellbeing

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

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff, which outline any areas which could pose a risk to the pupil. Where risks are identified measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Where necessary alternative arrangements for the most “risky” times of the day are made, for example a smaller, more highly supervised playground is available at lunchtimes. For some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCO. School playgrounds have a member of staff on duty at lunchtimes in a pastoral role, to monitor children on the playground and ensure they are happy and safe. Where there are issues, the member of staff will feedback to class teachers.

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

The whole school ethos promotes a welcoming and caring environment. We recognise that pupils with SEND can experience a range of social and emotional challenges. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching we offer a range of interventions, both commercially published and bespoke to address specific issues as they arise. 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. Pastoral support is available at lunchtimes to ensure children are safe and happy. Where children struggle socially, pastoral care can be used to assist them during the lunch hour. Worry boxes are well publicised for all children to use if they have a concern but do not wish to approach an adult directly.

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 lunchtime where play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities and school has access to a Family Support Worker who can support pupils and families in a holistic way.

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. This usually takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

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. Class teachers note any incidents that happen and look for any patterns in behaviour. School undertakes bullying surveys for children at least once a year where they have the opportunity to discuss any concerns. The Senior Management Team conduct weekly monitoring of children’s opinions and often discuss general safety with the



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

### Keeping Students Safe and Supporting Their Wellbeing

children. 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.

### 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 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, pupils attend the school office where medication is kept in a locked box. 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. Some children with more significant medical needs will have an individual care plan which will be drawn up in consultation with parents and medical professionals.

#### 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. 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 who are developing verbal 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 (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 (e.g. administration of Movicol or Ensure drinks given at snack time). 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

All teaching staff meet a member of the Senior Management Team at the start of the school year to discuss children's medical needs, this forms part of the child's transition meeting. Individual Care Plans are kept in the school staff room and are shared in staff meetings to communicate children's needs to staff. 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 alongside the care plan as well as with the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared via the care plan or more detailed plans as appropriate and is updated as needed.



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

### Keeping Students Safe and Supporting Their Wellbeing

#### MEDICAL APPOINTMENTS

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

#### TRAINING

Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens. Where necessary the school seek out relevant training to address the specific needs of pupils. For example, if a child is diagnosed with epilepsy, the school would seek to bring in a specialist to train staff and raise awareness.

### 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. School employs a number of teaching assistants who can offer pastoral/social assistance to children. We have a range of interventions to support pupils experiencing difficulties with social situations, such as ‘Time to Talk’ and social story resources. The whole school ethos promotes a welcoming and caring environment.

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

The school has a clear behaviour policy which can be found on the school website; this 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 pupil’s whose behaviour is challenging is to firstly understand this behaviour. We record and analyse behavioural incidents 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, 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. Senior Managers meet on a regular basis to discuss any child issues. It is very rare that we would consider exclusion for any pupil. A copy of the school’s exclusion policy can be found on the school website. School has excellent attendance and we take active steps to monitor and improve attendance. Our School Business Manager works closely with families where attendance is of concern to find holistic ways to improve the situation. SENCO monitors the attendance of children on the SEND list. School has a Safeguarding Governor who liaises closely with school Safeguarding Officers.



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

### Working Together & Roles

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

The class teacher has the overall responsibility for pupil's 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 unless an alternative key worker has been assigned. 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 (e.g. additional adults, physical prompts, interventions). Pupils with a EHCP may have a special educational needs teaching assistant working 1:1 with them. The SNTA will work closely with the teacher to ensure the pupil is accessing work at an appropriate level; however responsibility for the learning of these pupils always remains with the class teacher.

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

The Headteacher and deputy headteacher oversee 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 and monitoring 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 the following:

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 run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. Some of these pupils will be assigned a key worker in addition to the class teacher who will act as a hub for information about the pupil.

Lunch time staff with pastoral role.

School Business Manager – Safeguarding officer, contact for important issues, liaising with parents.

The Family Support Worker (parental consent required for any contact).

Occasionally external agencies, or specialists might be brought in to work with pupils such as an Education Psychologist or Speech and Language Therapist. Their involvement will always be with the consent of the parent / carer.

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

The school has a thorough and well organised SEN file on the secure computer network which is available to all staff and holds detailed information about children on the SEN list. SEN information is also held on the SIMs Management Information System, which is used for secure transfer of information between school and DfE/ high schools etc.

Information about SEND needs of pupils are noted in the child's 'SFP file' which are kept in their classroom; this document will signpost staff to the more detailed documents where required.

All class teachers and any key workers involved with the child will be given a copy of EHCPs and there are regular opportunities to discuss the content of these at termly SEN meetings with the SENCO.



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



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

### Working Together & Roles

#### **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 to develop their practice in relation to the specific needs of the pupils in their classes.

The school SENCO is a specialist member of staff.

School is a 'Dyslexia Friendly' school and has an experience member of staff available to assess and support children with dyslexia needs.

A number of SNTAs have specific specialisms and a wide range of experience dealing with children with different SEN needs.

The SENCO is supported in her role by an SEN teacher and an SEN teaching assistant to monitor and deliver interventions to children.

The school SENCO regularly meets with other school SENCOs to share good practice.

#### **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 an excellent relationship with a number of local agencies and works closely with a wide range of services. We have close links with health professionals, for example, CAMHS, Speech and Language, Occupational Health and Educational Psychologists. Some of our pupils access Speech and Language and Occupational Health on site. We work closely with social care teams and the Family Support Worker, as well as with voluntary organisations such as Parent Partnership. Parents can access information and support from the Cheshire East Information Advice and Support (CEIAS) team at [www.ceias.cheshireeast.gov.uk/home.aspx](http://www.ceias.cheshireeast.gov.uk/home.aspx) We regularly organise multi-agency meetings to discuss pupil's needs, (e.g. CAF) 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?**

School has an 'open-door policy'. Your first point of contact should be your child's class teacher. The school SENCO is also always 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 Karen Freeman. Email: [mrs.freeman@goostrey.cheshire.sch.uk](mailto:mrs.freeman@goostrey.cheshire.sch.uk)

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils including those who are looked after make progress. SENCO writes several reports a year to governors outlining current SEN provision. The school SEN governor will also write a report for the Headteacher's report once a year.

#### **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



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



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

### **Working Together & Roles**

e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council, made up of pupils who meet regularly and to share the views of their peers. Pupils with SEN are represented within this group. Senior Managers meet with different children each week to discuss school matters.

### **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. Some parents volunteer in school e.g. hearing readings, accompanying trips etc. There are opportunities to join the school 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. The Headteacher, Deputy and SBM meet regularly with parent groups to discuss school matters. Parents are invited to complete a survey once a year to allow them the opportunity to discuss their opinions on school matters.

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The 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. SENCO has an 'open-door policy'. Information about parent support groups may be shared with parents in a number of ways throughout the school year: the school newsletter, website and via a termly parent partnership magazine. School is very proactive with transition between classes and in the Year 6 transition to high school, liaising if possible up to a year before the child moves onto the high school.



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

### Inclusion & Accessibility

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

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 out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need. SEND children's participation is monitored and reflected upon when considering the provision of 'Out of hours' activities. 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)

The school is split site with infants on one side of the main road, juniors on the other. Both buildings are wheelchair accessible. The junior building is two story but classes can move classroom to accommodate.

Are disabled changing and toilet facilities available?

Details (if required)

Accessible on both sites

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

Details (if required)

Arrangements for drop-offs can be made with 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 accessibility policy can be found on the school 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



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



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

### **Inclusion & Accessibility**

visual environment for those learners with sensory impairments. We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we would seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication. Pupils in school are familiar with some basic signs from the Makaton system and are shown a new sign each week in assembly. We are familiar with other augmentative communication tools such as PECS.



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



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

### Transition

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

For information about entry please email the School Business Manager, Mrs J Schurer-Lewis (admin@goostrey.cheshire.sch.uk) 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 reception pupils. Families of pupils with SEND are welcome to arrange a meeting with the SENCO so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENCO (mrs.freeman@goostrey.cheshire.sch.uk ). Where a child has significant needs, an 'Action for Inclusion' meeting may be held where parents, pre-school, local authority, Reception teacher and any other stakeholders are invited.

#### 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 discuss their child's needs in an informal meeting with the Reception teacher and SENCO. Where a child has significant needs, an 'Action for Inclusion' meeting may be held where parents, pre-school, local authority, Reception teacher and any other stakeholders are invited. 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. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

##### 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. 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 consistency of information. We have good links with our local high schools and work closely with the staff from those settings. We also have close links with many of the local specialist settings and can advise parents and families when making decision about secondary provision.



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



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

### Additional Information

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

The school SENCO (mrs.freeman@gostrey.cheshire.sch.uk) or the School Business Manager (admin@gostrey.cheshire.sch.uk) in school can provide details of further support for families.

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

September 2020, to be reviewed September 2021

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

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer) and also on the school website under Information for Parents. [www.gostrey.cheshire.sch.uk](http://www.gostrey.cheshire.sch.uk)

#### 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 if they are unable to help, with a senior member of staff such as the SENCO or the Head teacher. 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 pupils SEND can be found on the local authority website ([www.cheshireeast.gov.uk](http://www.cheshireeast.gov.uk)).