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

[Area Wide Local Offer](http://www.cheshireeast.gov.uk)



[**Please see the following page for information on this setting’s age range and setting type**](#SettingInfo)

[**Working Together & Roles**](#Roles)

[**Teaching, Learning & Support**](#Teaching)

[**Identification**](#Identification)

[**Transition**](#Transition)

[**Additional Information**](#AdditionalInfo)

[**Inclusion & Accessibility**](#Inclusion)

[**Keeping Students Safe & Supporting Wellbeing**](#Wellbeing)

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| **Name of Setting** | Vine Tree Primary School |
| **Type of Setting**  *(tick all that apply)* |  |
| **Specific Age range** | 4-11 Years |
| **Number of places** | 210 |
| **Which types of special educational need do you cater for? *(IRR)*** |  |

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).

**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?** |
| * Here at Vine Tree, children with SEND are identified as early as possible within our setting. Initial identification is usually through concerns raised by parents/carers or school staff working directly with the child. These concerns may be based on observations and assessments made on a daily, weekly and half term basis. This includes a combination of teacher judgements and parental contributions. Any child which appears to be struggling or not making expected progress will be identified by their class teacher during and an Initial Concern / Class Action Meeting with the class teacher and Special Needs Coordinator is arranged. At this meeting the child’s needs/possible barriers to learning are identified and strategies and/provision is agreed to support the child. We aim to work closely with the identified children and their families by keeping families informed throughout the whole process. * After identification, the SENDCO and teaching staff would discuss these concerns with those working with the pupil, the pupil’s parents / carers and the pupil themselves if appropriate. The school follows a four stage plan of identification, starting with First Concerns, which is the initial concern, then moving through SEN support, which includes interventions and monitoring progress through meetings between the SENDCO and class teacher. If a child continues on SEN support, outside agencies, such as Speech and Language, CEAT and the Educational Phycologist can be consulted, this stage in SEN Support Plus. Those pupils with the highest levels of need might be referred to other agencies for further advice and support with parents’/carers’ consent. The SENDCO keeps 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 a concern about your child, you should speak to your class teachers first to discuss the concerns. Then the class teachers can take the initial concern to the SENDCO.**  **If placed on the SEND register, your child will be discussed at each pupil progress and provision meetings. Parents will be involved through a combination of Parent meetings, Welcome Meetings, Parent/Carer Evenings, Termly/Annual Reports/Reviews, Child Profiles/IEP reviews, email and telephone communication. We ensure that parents are able to contribute to their child’s provision by seeking parental voice. This enables parents to contribute to their child’s SEND Profile and Individual Educational Plan. Those parents/carers of pupils in receipt of Top-Up Funding or an Educational, Health Care Plan (EHC Plan) will be invited to an Annual Review. At this time Parents’/Carers’ views are sought. For those parents that we don’t see very often school communicates through a text messaging service, the telephone or through email systems** |
| **Where can I find the setting/school’s SEND policy and other related documents? *(IRR)*** |
| * **This information can be found on the school website or by following this link:**   <https://www.vinetree.cheshire.sch.uk/page/send/141918>  The school follows the guidance provided in the Cheshire East Toolkit for Special Educational Needs and Disability (SEND) 0 – 25 Years November 2017 and uses a ‘Graduated Approach’ to meet the different types and levels of needs of children with SEN:  Initial Concern  If a teacher identifies a child who may be of concern, the child’s needs are discussed with the SENCo and they are placed on Initial Concern. Quality first teaching continues and a few additional strategies may be put into place by the class teacher. The child is monitored closely and reviewed each term with the SENCo. The teacher will inform Parents/Carers.  Class Action  If a child has not made adequate progress during the Initial Concern Review they will be placed on Class Action. At Class Action the child will receive additional differentiated strategies and /or boosters/interventions designed to support the child’s needs. The teacher will inform Parents/Carers of this provision.  SEN Support (Special Needs Register)  If a child has not made adequate progress during the Class Action Review they may be moved to SEN Support after parental/carer consent is sought by the SENCo.  Following this the Class Teacher and SENCo will create a Child Profile and Individual Education Plan (IEP) to support the child’s identified needs.  This sets out any arrangements that are additional to or different from the curriculum.  The parent/carer and child will be fully involved in the target setting and review process each term.  SEN Support Plus  If adequate progress is not made after a substantial period of intervention at SEN Support the child may be moved to SEN Support Plus with the consent of the parent/carer. This will allow the school to liaise with the appropriate external agency/agencies which may be able to offer specific support for the child’s identified need/s.  The school may request Top-Up Funding from the Local Authority if the child continues to make little progress.  If a child makes appropriate progress during any of the stages listed above the child will be moved down the chain of support and regularly reviewed.  School/Parental/Carer Request for an Education Health and Care Plans  A request may be made by the school/parent to the Local Authority if a child continues to demonstrate significant cause for concern.  The Local Authority will be given information about the child’s progress over time, and will also receive documentation in relation to the child’s special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. |

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| **Teaching, Learning and Support** |
| **How will you teach and support my child or young person with SEND? *(IRR)*** |
| * All practitioners at Vine Tree are highly reflective and adapt their provision to meet the needs of individual pupils. Children’s needs are identified and reviewed regularly to identify progress and next steps. The classrooms/ school environment is regularly adapted to meet the needs of its pupils. * Lessons are resourced for individuals according to the strategies that have been discussed and put in place for children, following their targets. Teachers are responsible for ensuring children have the necessary resources for each lesson, for example, Now and Next boards, Individual Timetables, Timers. * Most interventions are currently completed in the child’s classroom or learning area. * Some children access designated areas for Speech & Language, Mental wellbeing and other interventions which involve outside agencies supporting a child. We work closely with parents and outside agency professionals to adapt our environment and curriculum to support all of our pupils. |
| **How will the curriculum and learning environment be matched to my child or young person’s needs? *(IRR)*** |
| The school follows the guidance provided in the Cheshire East Toolkit for Special Educational Needs and Disability (SEND) 0 – 25 Years November 2017 and uses a ‘Graduated Approach’ to meet the different types and levels of needs of children with SEN. This approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing. To read the Cheshire East Toolkit for SEND, go to www.cheshireeast.gov.uk/pdf/children-and-families/send/ce-toolkit-for-sendv1.pdf 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 and adaptive learning 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 etc. Class teachers and support staff are involved in continuing professional development to support them in providing differentiated learning opportunities. The school has a wide range of intervention programmes available for children who require support which goes beyond class-based approaches. Some of these interventions are published or commercially available packages, such as the Motor Skills United programme. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups. To support progress in Maths, a same day Maths intervention is provided where possible to help children overcome difficulties experienced during the whole class lesson. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists or Teachers from the Sensory Impairment service. For children with a high level of need, a SEN SUPPORT plan is created to outline the provision arranged. Parents/carers will be involved in the planning of support for their child and will have the opportunity to discuss their progress at least termly. If parents require further support they can receive this from the Cheshire East Information Service (CEAIS |
| **How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?** |
| The school recognises that there is a continuum of special educational needs and uses a ‘Graduated Approach’ to meet the different types and levels of needs of children.  At universal level, quality first teaching is provided for all pupils and is differentiated in response to children’s needs. To maximise this, a proportion of the SEND budget is used towards class-based provision, including human resources such as teaching assistants. Some children may require provision additional to class-based approaches and may have needs listed at First concern or SEN Support level. For these children, funding facilitates the school’s “menu” of intervention programmes e.g. learning mentor support or reading recovery. For children with Education Health and Care Plans, funding is matched to the provision required to enable pupils to achieve the outcomes specified on their EHC plans. The SEND budget is the responsibility of the head teacher, governing body and SENDCO, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. |
| **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*** |
| When a child’s needs are initially identified, a discussion takes place between teachers, parents/carers and the pupil. Desired outcomes for the pupil will be discussed and the provision or support needed to meet those outcomes will be agreed. Initially this will be entered onto a first concerns form. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies. 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/carers 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. |
| **How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*** |
| **Following meetings with parents and teachers, The SENDCO will look at the Cheshire East Toolkit for reference for support and make the decision on resources and strategies needed.**  **Children who require interventions will be placed with trained TA’s, ELSA support or the SENDCO to deliver the interventions.**  **The SENCO may meet with outside agencies at consultation and put in place strategies and resources as a result of the consultation.** |
| **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 limited, good or accelerated. For learners with the most significant needs, regular contact with families takes place. * Children with SEND are supported through a Child Profile and an Individual Educational Plan (I.E.P.) which are on-going documents reviewed at least once a term. Both documents are ‘outcome led’ and adopt a Plan, Do, Assess and Review cycle. * Those children at SEND Support Plus may require additional support from specialist Provisions. At this level of support the school will liaise with the relevant outside agency in order to support the child and their family. * Regular meetings with staff, parents and pupils ensure that interventions/strategies/targets are having the desired impact on each pupil’s attainment and personal development. |
| How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)* |
| Pupils are encouraged to share their views and participate in planning and reviewing their education according to their age and ability. For some learners this might mean that they are supported to attend meetings with professionals. For younger or less able children, their comments might be recorded with the help of a familiar adult and shared at meetings without them actually attending |
| 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 SENDCO meets with teachers at progress meetings each term.* * *The SENDCO will monitor interventions and progress made in each.* * *Each term, teachers review the children’s targets, these are shared with parents.* |

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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 at the beginning of each year and updated as required during the year. There are pen portraits and all about me pages completed by all pupils on the SEND register. Children at SEN Support level have an SEN Support plan and children with Education Health and Care Plans have an EHC Implementation plan. These detail the child’s needs and provision in place. Where a significant risk is identified, an individual risk assessment would be carried out with outside agency advice if necessary. If required, additional support may be provided for unstructured times of the day e.g. playtimes. For any off-site visits, school adheres to Cheshire East offsite risk assessment procedures, and if necessary individual risk assessments would be carried out. |
| **What pastoral support is available to support my child or young person’s overall well-being?** |
| * We aim to ensure that children should be able to play safely, feel comfortable and respect each other and property. We aim to promote and safeguard the social and emotional well-being of all our children through teaching and learning, using our 5 school values. Please refer to our Emotionally Healthy Policy. We recognise that pupils with SEND can experience a range of social and emotional issues and they may need additional support. We offer a range of interventions, both commercially published and bespoke to address specific issues. Some interventions are delivered by the school ELSA or the MHST and may be provided in a small group or working one to one with a child. E.g. Primary Resilience, Cool connections. The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. Children are involved in anti bullying assemblies, and class teachers are vigilant in monitoring the children’s behaviour for indications of bullying. We use ‘Bounce Together’ to monitor wellbeing of each child. |
| **How will the setting, school or college manage my child or young person’s medicine or personal care needs?** |
| For children requiring prescribed medication during the school day, parents/carers need to arrange this with the school office and complete and sign a consent form.Medicine is kept in a locked fridge or safe away from all childen. The child then attends the office at the correct time for this to be administered. For further information see our Administering of Medication Policy.  In some cases, pupil’s medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, insulin medication etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen, and the location of the medication is shared with relevant staff. Information and training regarding epi-pens and the management of diabetes is updated at least annually with parents/carers and the school nurse. Health Care Plans are held in the school office, by the SENDCO and by class teachers. Where necessary, these detail the actions to be taken in the event of a medical emergency as agreed with parents /carers.  All administered medicine is recorded on the Meditracker and an email notification is sent to the parent / carers when tis has been administered.  Toileting:  are encouraged to take as much responsibility as possible for their toileting and to take as active a role as they can. We request that parents/carers provide us with spare clothes in case of accidents. Where appropriate we seek the advice of the continence service when meeting a pupil’s toileting needs and an intimate care plan may be needed in some circumstances. Toilet plans are ctrated for children who have additional needs I regards to toilet support.  TRAINING Staff undertake regular first aid training and qualifications are updated as necessary. |
| **What support is available to assist with my child or young person’s emotional and social development? *(IRR)*** |
| *The school has a qualified ELSA lead who will meet with children on a regular basis.*  *We have a range of interventions for children who need extra support with their emotions and relationships.*  Wellbeing is addressed through class lessons and assemblies. 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, sessions are arranged with the school ELSA.  *We have a Wellbeing Lead at school who also runs our ‘Mental Health Champions’ group that meet weekly.* |
| **What support is there for behaviour, avoiding exclusions and increasing attendance?** |
| BEHAVIOUR  The school follows a Trackit Lights system. Where children are awarded or deducted points for their behaviour. Please see our behaviour policy for further details.  For pupils with persistent difficulties, individual strategies may be required to support them to adhere to the school rules. For some pupils this may involve individual behaviour monitoring, rewards and consequences e.g. a “time out” arrangement. We may place a child in the ‘Hub’ where they will be supported by a member of SLT. 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. Parent meetings will take place for children who are finding their behaviour to be a challenge in school and they will have an individual behaviour plan.  EXCLUSION A copy of the school’s exclusion policy can be requested at the school office.  ATTENDANCE We take active steps to improve attendance. Our school bursar works closely with families and the Education Welfare Officer where attendance is of concern to find ways to improve the situation. |

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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/carers, 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 and effectively [e.g. additional adults, physical prompts, interventions]. |
| **Who else has a role in my child or young person’s education?** |
| The head teacher oversees the running of the school, ensuring that all elements of a pupil’s education are in place.  The school SENDCO has responsibility for co-ordinating the provision for pupils with SEND.  The SENDCO may work individually with pupils to carry out assessments where required and may chair formal meetings such as annual reviews.  In addition to the class teacher and SENDCO, pupils might come into contact with the following staff:  • the school ELSA who has responsibility for ensuring the pastoral needs of pupils are met and supports emotional needs.  • the phonics (RWI) teacher who is a specialist in supporting pupils’ phonics and might work individually with pupils or advise other staff  • external agencies or specialists who may provide additional advice and support. Their involvement will always be with the consent of the parent / carer.  • there are also a large number of support staff (teaching and welfare assistants) who work in school. Many of these are highly skilled and experienced. Some of these staff deliver intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils. For pupils with the highest levels of need, an additional adult might be assigned as a keyworker to support them. |
| **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?** |
| Teachers will meet before the end of each term to conduct a ‘transition meeting’ in this meeting the background information about a child’s special educational needs and/or disability is provided for new class teachers. At the start of the year, the SENDCO will meet with class teachers and provide each class with a SEND file which is stored in the classroom and updated as appropriate. Children at SEN Support have a SEN Support Plan. These are held on a central system but are available for all relevant staff and are reviewed at least termly. Class teachers and designated teaching assistants of children with EHCPs are given a copy of these. An EHC Implementation Plan is agreed and held centrally but remains available to all staff who work with a child. Implementation plans are reviewed termly and EHCPs are reviewed at least annually. The SENDCO works with all staff to ensure that children’s needs are recognised and understood. |
| **What expertise is available in the setting, school or college in relation to SEND? *(IRR)*** |
| All school staff take part in continuing professional development about SEND through regular staff meetings and additional training courses. The SENDCO has a BA Hons in Primary Education. She also has the SEND accreditation and has completed training on Autism, mental health, ADHD and PDA. The SENDCO is also the Safeguard Deputy lead.  Mrs Cope is our qualified Emotional Literacy Support assistant (ELSAs) |
| **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*** |
| The school works with a range of outside agencies according to the current needs of pupils within school and the availability of support from agencies. These may include the Educational Psychology service, Sensory Impairment Service, Autism Team, Paediatric physiotherapy and occupational therapy or Speech and Language Therapy service. In most cases, agencies provide advice for school staff to implement. Where appropriate, we organise multi-agency meetings to discuss pupils’ needs (e.g. Early Years Child Centred Planning meetings. We work in liaison with Social Care e.g. for Child in Need cases and aim to ensure good communication to meet the needs 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 SENDCO 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 SENDCO is Debbie Walker, you can reach her on the email address below:*  *Dwalker@vinetree.org.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 discussions between the SEND governor and SENDCO take place to monitor provision in school. |
| **How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*** |
| 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 younger or less able children, their comments might be recorded with the help of a familiar adult and shared at meetings without them actually attending. |
| **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?** |
| Parents/carers are encouraged to take an active role in the setting for example by volunteering to accompany trips or read with children etc. Parent/carer governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.  *We also have a very active PTA.* |
| **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/carer of a child with SEND especially where an Education Health and Care Plan is in place. The SENDCO can provide support to parents/carers as required. This might be completing forms with parents/carers, or signposting them to agencies who can help further. Information about parent/carer support groups is shared through the school newsletter and website.  *We also hold coffee mornings for parents to meet and discuss any concerns with the SENDCO, outside agencies are also invited to attend the coffee mornings.* |

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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 seek to ensure that all pupils regardless of need are able to attend enrichment opportunities. Details of after school clubs are advertised in the School Newsletter with the name of the person to contact for more details. 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. Class day trips are organised to be as inclusive as possible and additional support is provided as necessary. For residential trips which may be challenging for children with SEND, school and parents/carers will meet to discuss this, complete a risk assessment and look at alternative ways to include the child as far as possible - for example a day trip in place of an overnight residential. For any off-site visits, school adheres to Cheshire East offsite risk assessment procedures, and if necessary, individual risk assessments would be carried out. |
| **How accessible is the setting/school/college environment?** |
| Is the building fully wheelchair accessible?  Details (if required)  Yes, we are on one level and have ramps for any buildings that require them, including the ICT suite, Year 1 classroom.  Are disabled changing and toilet facilities available?  Details (if required)  Yes, we have two disabled toilets  Do you have parking areas for pick up and drop offs?  Details (if required)  Yes, two spaces.  Do you have disabled parking spaces for students (post-16 settings)?  Details (if required)  *Additional Points:*   * *Accessibility plan can be requested or seen on the school website.* * *We have staff trained in basic Makaton.* * *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?* * *Is any specialist IT software or equipment available and used within the setting?* |

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| **Transition** |
| **Who should I contact about my child/young person joining your setting, school or college? *(IRR)*** |
| For information about admission to school, please contact the Cheshire East admissions team: www.cheshireeast.gov.uk/schools. The school Admissions policy is published on the school website. The school complies fully with the Equality Act 2010 and the School Admissions Code 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. We encourage parents or carers of children with disabilities to visit school and discuss their needs prior to making an application for admission. |
| **How can parents arrange a visit to your setting, school or college? What is involved?** |
| Parents are encouraged to visit the school by making an appointment with the school office.  A meeting is arranged for parents/carers of new children starting Reception. At this meeting, parents/carers have the opportunity to visit Reception classrooms and find out information about visits for their child to the school. |
| **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 school SENDCO. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need, if it is agreed at this point that the school is able to meet the pupil’s needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed after entry as appropriate.  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. The SENDCO liaises with staff from new settings and ensures that information about the child’s SEND is passed on in a timely manner. The SENDCO liaise with local high schools to arrange additional visits and meetings with relevant staff as appropriate. |

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| **Additional Information** |
| **What other support services are there who might help me and my family? *(IRR)*** |
| The Parent Partnership Service is now known as Cheshire East Information Advice and Support [CEIAS]. It can be found at http://ceias.cheshireeast.gov.uk Email: ceias@cheshireeast.gov.uk Tel: 0300 123 5166 The Parent Carer forum can be accessed via Facebook: Cheshire East Parent Carer Forum in ‘Groups’, Email: cheshireeastpcf@gmail.com or online at http://cepcf.org/ Address: c/o CVSCE, 81 Park Lane Macclesfield Cheshire SK11 6TX |
| **When was the above information updated, and when will it be reviewed?** |
| *Updated April 2025*  *Annually updated thereafter.* |
| **Where can I find the Cheshire East Local Offer? *(IRR)*** |
| From 1st September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer) |
| **What can I do if I am not happy with a decision or what is happening? *(IRR)*** |
| As a school we encourage parents/carers 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 SENDCO, member of SLT 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, you remain unhappy, our complaints procedure is available through the school office. Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil’s SEND is available from Cheshire East Information Advice and Support [CEIAS]. It can be found at <http://ceias.cheshireeast.gov.uk/> |