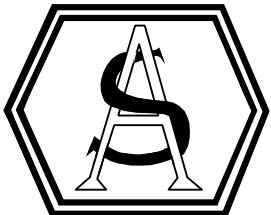


# Our Local Offer for Special Educational Needs and/or Disability

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



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



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

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<b>Name of Setting</b>	St Anne's Catholic 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 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 style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	4-11
<b>Number of places</b>	218
<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).



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

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

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#### Identification

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

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.

To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns. These include:

- 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.
- As a staff we share any concerns about progress or concerns about a pupil's general well-being.
- Talking with parents and listening to their concerns or worries.
- Talking with the pupil and listening to requests for extra help or discussion about concerns/ worries.
- Liaison with any other professionals such as health professionals.
- Discussion with any previous school or any prior education setting the pupil may have been at.
- Use of the Cheshire East SEN Toolkit to identify area of possible need.

After identification, these would be our first steps:

- A record of these discussions will be kept in a Pupil Discussion Form. The pupil's progress will be tracked and reviewed.
- If further support is needed, actions will be planned and desired outcomes will be recorded in a First Concerns Profile.

Early interventions may include:

- ELSA
- Targeted maths support
- Targeted reading support
- Targeted spelling support
- Precision teaching

Interventions are closely monitored by the class teacher and SENCo. We use the Cheshire East SEN toolkit and Graduated Response to guide our practise and support children in their next steps.

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



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

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### Identification

If you think your child needs extra help you should:

- Speak to the class teacher and make an appointment to speak to him or her after school.
- 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.
- You can contact the SENCo directly by emailing [senco@stannes.cheshire.sch.uk](mailto:senco@stannes.cheshire.sch.uk) or ring the school office 01270 260783

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

Please visit our website at: [www.stannes.cheshire.sch.uk](http://www.stannes.cheshire.sch.uk)

The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils. This can be found in the statutory information tab or a direct link is [here](#)



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

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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 very 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 and includes Ordinarily Available Inclusive Practice (OAIP)
- If appropriate, a 'SEN Support Plan' is developed collaboratively with the child, parents and school staff and this identifies a pupil's strengths, barriers to learning, aspirational outcomes, short term SMART targets and strategies to achieve these outcomes. At this point the child will be included on the SEN register.
- Alternatively, a child may be added to the Additional Needs register. This is for children who have additional needs but do not require specific, different or additional support outside of OAIP to reach age-related expectations as a result of SEND.
- Parents are invited to a meeting with the class teacher three times a year to review the impact of provision on the learning outcomes - this is called a 'SEN Review Meeting' and it provides an opportunity for parents and professionals to review and set targets.
- 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.
- Our school has access to the support and advice of Cheshire East's consultant Educational Psychologists and CEAT (Cheshire East Autism Team)
- If parents or school feel that pupils need further support, then a Needs Assessment can be put in. Depending on the outcome of the Needs Assessment pupils may receive an Education Health and Care Plan (EHCP).
- If a child has an EHCP, an implementation plan will be put in place. This identifies a pupil's strengths, barriers to learning and inclusion, aspirational outcomes, short term SMART targets and strategies to achieve these outcomes. Parents will be invited to meet three times a year to discuss provision, impact and next steps. One of these meetings will be an annual review to review the EHCP and make sure the short term outcomes, long term outcomes and information are relevant and accurate.

Interventions and extra support could include:

- Pre learning/overlearning
- ELSA
- IDL
- Sensory Circuits



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

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### Teaching, Learning and Support

- Comic Strip Conversations
- Social stories
- Reading support programs – toe by toe
- Speech and Language intervention- Neli
- Precision teaching
- Small group work
- Use of technology
- Communication cards

A more detailed explanation of waves of provision at St Anne's can be found here: [Waves Of Provision at St Anne's](#)  
The document SEN Support at St Anne's, found [here](#), also explains SEND support at St Anne's in further detail.

### 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 or it may mean that specialist equipment or adaptations are put in place and that learning is differentiated to account for specific needs.

We seek professional advice from other agencies, such as the Cheshire East Autism Team and the Educational Psychologist team to help us match the curriculum and learning environment to a pupil's needs.

All teachers at St Anne's are teachers of SEND. All use Ordinarily Available Inclusive Provision to support learning. As a simple overview, OAIP involves the following:

- Well organized classroom with labels and/or picture symbols
- Clear lesson structure with objectives presented orally and visually
- Instructions given in small chunks with visual cues
- Checking understanding by asking children or young people to explain what they have to do
- Understanding is demonstrated in a variety of ways



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

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### Teaching, Learning and Support

- A range of groupings including some random pairing activities
- Activities and listening broken up to allow for more 'kinaesthetic' activities
- Praise is specific and named
- Memory supported by explicit demonstration and modelling and scaffolding resources
- Classroom support planned for and used to maximise learning
- Children or young people are clear what is expected and good examples are used when necessary
- Support resources clearly identified, labelled and available to all
- Dynamic support, bespoke to the individual

Additionally, we seek professional advice from external agencies to ensure the best provision and outcomes for our pupils. This will help us to match the curriculum and learning environments to meet the pupil's needs.

External agencies could include:

- Cheshire East Autism Team (CEAT)
- Educational Psychologists
- Occupational therapists
- Sensory Processing Occupational Therapy Support Service (SPOTSS)
- Specialist teachers (hearing and vision)
- Speech and Language (SaLT)
- Child and Adult Mental Health Services
- School Nurse

Children with an EHC Plan may have an individualised timetable or curriculum specific to their level of need. This is planned and designed and delivered by the class teacher or, in the case of a highly bespoke curriculum, through additional 1:1 adult support.



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

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### Teaching, Learning and Support

Individual pupils' progress is tracked and monitored using existing school wide systems. A child with an ECH Plan may be tracked using a small steps of progress measure such as PIVATS. Interventions are tracked using Provision Map; these are reviewed on a termly basis by the SENCO to ensure that interventions are effective, fit for purpose and value for money.

### 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.
- Parents are actively involved in their child's plan. Parent views are updated three times a year and these are reflected on in writing and reviewing targets and support on the plan.
- Outcomes will be shared with the pupil and their views will be included in the decision.
- The school utilises a wide range of expertise and understanding about the type of support a pupil may need; if pupils need extra support to achieve the agreed outcomes then outside expert help will be sought – for example the Cheshire East Autism Team or Educational Psychologist.
- All resources, training and support are reviewed regularly and changes made as needed.
- At all times we follow the SEN toolkit and SEND code of practise.





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

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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 Plan, for example specialist hearing aids for a deaf pupil.
- Some specialist equipment can be secured on loan from specialist agencies and across the Nantwich Education Partnership we have the opportunity to share resources.

#### 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 SENCO three times a year.
- The SENCO 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 results at the required time for example: EYFS (Early Years Foundation Stage) baseline and statutory assessment results (SATs).
- Parents of pupils with SEND will be invited to three meetings each year. They will be arranged across each term and serve to review progress and plan next steps.
- Pupils with an Education, Health and Care Plan (EHCP) will have a formal Annual Review each year which will form one of the three review meetings.
- If you are worried or have any concerns between meetings, then you are encouraged to discuss them with your child's class teacher or make an appointment to discuss them with the SENCO.
- If the teacher or SENCO has any concerns or worries during the year, they will contact you either by phone, by email or at the end of the school day to arrange a time to meet to discuss their concerns.
- At times, some pupils and their parents benefit 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.
- Parents can also email the SENCO with questions or concerns.



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

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### Teaching, Learning and Support

- Parents are signposted through training available through **Cheshire East Local Offer**, the **Cheshire East Livewell Service**, and **CEIAS** (Cheshire East Information Advice & Support) are signposted to offer further support
- Information for parents can be given in a variety of different ways to support pupils from all backgrounds. For example, written, verbal, with more visual prompts, printed, emailed. Where translation is needed to support parents understanding of English, we will endeavour to support this through use of translation services.

### 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.
- Through our marking policy we identify areas of progress and areas that need further development. Feedback from this can be given verbally or feed into short term outcomes, and SEN Reviews.
- 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 those children with an EHCP at 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, Deputy Head 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 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 successes of any intervention or support programmes are monitored closely, to ensure that they are both effective and good value for money.
- The SEN Governor maintains an overview of the school's provision through termly meetings with the SENCO.
- The SENCO reports termly to the Governing body.
- School wide parent surveys are undertaken; opinions form the basis of planning and provision and contribute to the Strategic School Development Plan.
- We ask parents for open and honest feedback following our 'SEN Review' meetings through specific SEN parent surveys.



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

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### Teaching, Learning and Support

- We conduct a pupil survey for SEND annually and the outcomes are monitored

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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 national guidance for **Keeping Children Safe in Education**.
- We follow the schools safeguarding policy available on the school website [here](#)
- 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 children stay safe and to support their well-being, as part of our OPAL Play initiative, we provide quieter, calm play areas.
- Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom; this may include a personalised meet and greet session each day and a debrief at the end of the day.
- Some pupils will have more complex difficulties and may require a designated quiet space outside of the classroom.
- ICPs (Individual Child Profiles) are shared, with parent/carer permission, with outside agencies and after school club providers to ensure all adults are aware of a child's SEND or Additional Needs.
- 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 a trip.
- There is usually a first aider included as part of the staff team for all off-site activities.
- As part of our IT curriculum and RSE, we include specific lessons around internet and online safety. Our policy and support resources for parents can be found [here](#)

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

- St Anne's 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 a pupil and parents we may name a key person to add an extra point of contact and individual support on a daily, one to one basis.
- 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. (e.g nurture group, group talk time, social stories group, Friendship Terrace) We also have structured play groups for children who need social support at playtimes.



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

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### Keeping Students Safe and Supporting Their Wellbeing

- 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 both the behaviour and bullying policies. We take a restorative approach to behaviour management at St Anne's and this is inclusive of all children.
- We have three trained full time ELSA support staff who deliver both scheduled and strategic support school wide, along with staff CPD too.
- We use the NHS supported My Happy Mind across the school to support mental health and emotional wellbeing.
- Would you need to mention PSHE curriculum ??

### 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 here
- If medication is prescribed by a doctor, the parent needs to request that the school administers the medicine and then must fill in and sign a form at the school office and a first aider will administer your child's medication.
- We work closely with the School Nurse to access support and training for staff and to signpost to parents
- 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, such as epilepsy or diabetes.
- We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs. Care plans are shared with all staff on a termly basis and are available in key staff areas around school.
- 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. These plans are updated and regularly shared with parents and changes are made where needed. We review all personal hygiene/ care 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, with Christ at the heart of all we do
- We have a strong PSHCE curriculum and faith based RSE programme.



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

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### Keeping Students Safe and Supporting Their Wellbeing

- We are a Platinum OPAL school. Play is crucial to our children's emotional, physical and social development. We encourage a variety of play across a range of resources, ages and spaces outside.
- We actively encourage building our children's self-esteem and support our SEND children to develop this also. This is unique to each child. (E.g positivity journal, weekly well book, parent –teacher communication log, show and tell)
- Strong home school links between staff and parents.
- 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 seek advice from other agencies such as Child and Adolescent Mental Health Services (CAMHS) and Cheshire East Autism Team and CYP Mental Health 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, daily meet and greet, personalised learning or our buddy system.
- After discussion with the pupil and parents we may name a key person to add an extra point of contact and individual support.

#### Training and Support

- Our ELSA team are on hand to support anyone who is in need of additional support regarding social, emotional and mental health.
- Forest Schools – we have several members of staff who are forest school trained, which we use across the school to promote resilience, self-esteem and team building.

#### Outside agencies:

- We have access to support from the Emotionally Healthy Schools Team, CAMHS, Educational Psychologist and CEAT support through consultation and we also work with wider ELSA teams, the PSCOs and our school nurse.

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

- We have a positive approach to supporting and developing good behaviour.
- Our Behaviour and Discipline Policy can be found on our website: [www.stannes.cheshire.sch.uk](http://www.stannes.cheshire.sch.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.



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

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### Keeping Students Safe and Supporting Their Wellbeing

- 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.
- 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. (Available at: [www.stannes.cheshire.sch.uk](http://www.stannes.cheshire.sch.uk))
- We are proud of our high standards of behaviour at St Anne's, rooted in our restorative approach (written in our behaviour policy) promoted and supported by clear expectations "Be Ready, Be Respectful, Be SAFE" and rewards.
- We commend our children in variety of ways including Star of the week, Gospel values awards, termly Head Teacher progress certificates, head teacher post cards home, lunchtime awards, hot chocolate Friday and shout outs in the weekly newsletter. We invite outside agencies in to share in achievements outside of school too.



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

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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 (QFT) and Ordinarily Adaptive Inclusive Practice (OAIP) 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), Educational Psychologists and other specialist practitioners, 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
- Teaching Assistants 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 (SaLT), Educational Psychologist, Consultant specialists etc.

#### 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 SEND or EHC plan with key staff and helps plan with staff how the outcomes can be achieved
- Staff are regularly updated about any significant changes to provision through staff meetings and through formal and informal discussions.
- Each child on the SEND register or with an EHC Plan will have SEN Support Plan or Individual Child Profile (ICP) to support and explain the child's needs, interests and strengths and support strategies.
- Any SEN Support Plans or Individual Child Profiles will be collaboratively developed with the pupil, parents, teacher and the SENCO, taking into account any advice given by other agencies, such as Educational Psychologist.



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

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### Working Together & Roles

#### **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 currently completing the nationally accredited SENCO award.
- All our class 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.
- We have staff who are fully trained in: ELSA, Forest School, OPAL, Precision Teaching, Phonics, Autism awareness, Monkey Bob, Executive Functioning, Introception Curriculum
- The school SENCO is part of the NEP SENCO cluster group, which is well-established and meets regularly to share and build on expertise across the Partnership and in school.
- The SENCO is experienced in working with a wide range of pupils and young people with SEND. 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)***

- NEP SENCO cluster meetings are held each half term to share expertise, knowledge and skills.
- Educational Psychologist cluster meetings are held half termly.
- Cheshire East Autism Team cluster meetings are held half termly.
- Cheshire East SENCO Conferences are held termly to develop networking and CPD opportunities for all SENCOs in Cheshire East schools.

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
- Child and Adolescent Mental Health Services (CAMHS)
- CYP Mental Health Hub
- School Nurse
- Sensory Processing Occupational Therapy Support Service (SPOTSS)
- Sensory Inclusion Team
- Occupational Therapy
- Speech and Language Team (SaLT)





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

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### Working Together & Roles

- Medical services such as the Community Paediatrician, the Continence Service, occupational health and physiotherapy.
- Medical Needs Team
- Social Care
- Art Therapists
- The Cheshire East Local Offer is available at: [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)
- After school and pre-school care is provided independently on the school premises by Sunflowers Nursery: [www.sunflowersatstannes.co.uk](http://www.sunflowersatstannes.co.uk)

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

- The first point of contact is your child's class teacher

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

- SENCO- Colette Alcock [senco@stannes.cheshire.sch.uk](mailto:senco@stannes.cheshire.sch.uk) or telephone 01270 260783

### 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.
- Governors are assigned a subject area that they shadow with the subject lead. They undertake an information gathering role and offer challenge and support for the subject lead.
- They are also there to 'champion' their subject at a governor level
- There is a designated SEN Governor – they meet with the SENCo and maintain a dialogue throughout the year.
- The SEND Governor is Deborah Penny
- The safeguarding and well-being governor is Anne Lucas
- The looked after children Governor is Anne Lucas

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

All pupils:

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



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

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### Working Together & Roles

- We have regular Pupil voice surveys
- We have House Captains, vice captains.
- We have Sports Leaders.
- Mini Vinnies group.
- We have a School council, an Eco Council, Art, Reading and Sports Ambassadors.
- We ask the pupil about their thoughts and feelings before each parents meeting.
- Democratic voting (either in class or as a whole school)
- Making class charters at the beginning of an academic year

#### Pupils with SEND:

- We formally record the pupil's thoughts before each Annual Review and this forms part of the official review process through their adult support.
- 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.
- Pupil's views can be recorded in a number of different ways depending on the need of the child.

#### Examples include:

- Mapping the school
- Three houses
- All about me
- Using visuals and pictures
- Scales and ratings
- Written and scribed answers

### 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 the Friends of St. Anne's (FOSA)
- Being a 'Parent helper' in class or as a volunteer reader.
- Helping on educational visits.



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

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### Working Together & Roles

- The weekly newsletter keeps parents in touch with events in school and the half-termly newsletters detail how parents can support their child's learning and signposts events for the year.
- We have a school website which has up to date information and news. (Available at: [www.stannes.cheshire.sch.uk](http://www.stannes.cheshire.sch.uk))
- 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)*

- We are proud of our open door environment at St Anne's which strengthens our home school link.
- The school, led by the SENCO, provides support to parents as required. If a parent wishes to discuss any concerns with the SENCO then an appointment should be made with the office or she can be emailed: [senco@stannes.cheshire.sch.uk](mailto:senco@stannes.cheshire.sch.uk)
- The school will signpost organisations, such as Cheshire East Information, Advice and Support (CEIAS) and will signpost the LA Local Offer for information and guidance. (Available at: [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer))
- As a member of the Nantwich Education Partnership, help and support is available from:
  - The Consultant SENCO, who is experienced in working with a wide range of pupils and young people with SEND. 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. She can be contacted through the school.
- 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.



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

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### Inclusion & Accessibility

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

St Anne's Catholic Primary School complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

We aim to include all pupils in all aspects of the school inside and outside the classroom. Please see our inclusion, accessibility and SEND policies for more details.

- 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.
- Reasonable adjustments can be made to ensure inclusion.
- Individual Child Profiles are shared with outside agencies to ensure the needs of a child and strategies for support are recognised.
- 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)

**All areas of the school can be accessed by those using a wheelchair. Some classrooms have a one-step access onto the**

Are disabled changing and toilet facilities available?  (

Details (if required)

In the main entrance area



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

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### Inclusion & Accessibility

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

Details (if required)

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

Details (if required)

**We have a dedicated parking spot for the disabled.**

At all times we follow the SEND Code of Practise.

We work closely with parents and outside agencies such as: Visual Impairment Specialists, Hearing Impairment Specialists, the School Nurse and Occupational Therapists to ensure that children have access to specialist equipment they made need.

All interactive whiteboards in classrooms have recently been updated to provide quality images and sound for all pupils including those with SEND. Specialist equipment such as writing slopes, kindles etc. are part of our reasonable adjustments to support pupils within our setting.

Information for parents can be given in a variety of different ways to support pupils from all backgrounds.

For example:

- Written, verbal, with more visual prompts, printed, emailed.
- 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 to discuss your child joining our school. (Tel: 01270 260783)
- Please refer to our admissions policy: [www.stannes.cheshire.sch.uk](http://www.stannes.cheshire.sch.uk)

#### 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. (Tel: 01270 260783)

Visits are encouraged at any time and can be with the head teacher or deputy head teacher.

Online meetings are also available too.

#### 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.
- Transfer all records about your child as soon as possible.

If your child is starting in EYFS:

- We would welcome contact from you when you are considering St. Anne's Catholic Primary School as your choice of school.
- We would like you to let us know if you have formally indicated us as your first choice school.
- When we know your child is joining our school we will:
- Meet with you and anyone else who can help prepare and support your child's move to our school; this may include visits to your child's current educational setting.



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

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### Transition

- We will meet with you 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.

If your child is moving to Year 7:

- We will support you when you begin to consider which high school will best meet your child's needs.
- When we know which school your child is moving to:
- The High school SENCO will visit our school to share information.
- 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 high 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.
- We have strong working relationships with the local Secondary schools and in particular our feeder school, St Thomas More Catholic Secondary School, Crewe.



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

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### Additional Information

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

Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family:

[www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

CEIAS - Cheshire East Information Advice and Support (formerly known as Parent Partnership) are signposted to offer further support:

[ceias.cheshireeast.gov.uk](http://ceias.cheshireeast.gov.uk)

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

*November 2023- September 2024*

#### 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)

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

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 and then the school SEND governor.

If the parent still does not feel their complaint has been dealt with, then we advise that they seek advice from CEIAS: [ceias.cheshireeast.gov.uk](http://ceias.cheshireeast.gov.uk)

Parents are advised that the school complaints policy is accessed through our website: [www.stannes.cheshire.sch.uk](http://www.stannes.cheshire.sch.uk)