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| **Name of Setting**  | Egerton 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?**  |  |

Dear Parents,

* Please find below our SEN Information Report and Local Offer. We have organised this information into sections. 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 (May 2014).
* This page is part of the Local Offer for Cheshire East. Under the children and families bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

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| General School Details: |
| School Name: | Egerton Primary School  |
| School website address: | http://www.egerton.cheshire.sch.uk/ |
| % of children at the school with SEND: | Please see latest SEND Report to Governors. 1.95% EHCP2.4% SEN SUPPORT14.53% FIRST CONCERNS |
| Date of last Ofsted: | June 2015  |
| Awards that the school holds: | Attachment friendly school.  |
| Accessibility information about the school: | The school has accessibility for wheel chairs. |
| Documentation available on the schools website. |  | SEN policy | Yes  |
| Safeguarding Policy | Yes  |
| Behaviour Policy | Yes  |
| Accessibility Plan  | Yes  |
| Pupil Premium Information | Yes  |
| Complaints Procedure | Yes  |
| Range of Provision and inclusion information: |
| How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them. | * When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting
* If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child.
* If your child does not appear to making the same level of progress as other children of their age we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages.
* We are child and family centred so you will be involved in all decision making about your child’s support.
 |

[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)

**Questions from the Parent/Carer’s Point of View:**

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| **Identification** |
| **What should I do if I think my child or young person needs extra help?**  |
| * If you tell us you think your child has SEN we will discuss this with you and investigate.
* We will also share any concerns with you.
* Concerns can be raised with class teacher to arrange an Initial Concerns/SEN Support meeting.
* This will involve class teacher initially and may also involve school SENCO.
* We will meet together to complete an ‘Initial Concerns’ document which allows us to record concerns, identify next steps, agree planned support and outcomes for your child and where need be, seek additional advice.
* When pupils have identified SEND, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting.

We use the Cheshire East Toolkit and together with parents would complete an ‘or ‘Initial Concerns Form’ or SEN Support Plan’ or, for children with an EHCP an EHCP Implementation Plan, these proformas record your child’s needs, professionals involved, targets set, support planned, parent and child views. - <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx> |
| **How will I be able to raise any concerns I may have?** |
| * Please contact class teacher to arrange an ‘First Concern’ or ‘SEN Support’ meeting. This may also involve school Senco.
 |
| **How will you know if my child or young person needs extra help? (IRR)**  |
| * Through teaching and learning observations, formative and summative assessments.
* If your child does not appear to making the same level of progress as other children of their age or has a specific area of need that may need additional support for, we will undertake assessments in school to identify areas of need, strengths and difficulties.
* We have a range of ‘early indicators for support guides’ that we use that covers all areas of need. The four areas of need are communication and interaction, cognition and learning, social and emotional and physical and sensory.
* We also use screening tools covering Phonics and Communication and Language in Key Stage One.
* Screening tools have also been shared with us from outside professionals which help up recognise additional needs linked to Autism ADHD, Sensory Processing and Dyslexia. These include Strengths and Difficulties Questionnaires.
* Where a class teacher feels that despite First Quality Teaching, their concerns have not been addressed, there would be a discussion between the class teacher and SENCo. Following discussion, it may be felt appropriate that targeted Quality First Teaching approaches and/or specific intervention programme might be of benefit, or small group work may be appropriate to address a specific learning objective, using evidence based approaches. It may be appropriate for further assessments to be made, either by the SENCo or class teacher, before a decision as to next steps is made.
* We may also involve and refer to other professionals to identify possible barriers to their learning.
* Parents and carers will be involved at all stages. We will share with you what we find out and agree next steps with you as to how we can all help your child.
* We are child and family centred so you will be involved in all decision making about your child’s support.
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| **Support (Plan/do)** |
| **After identification, what would your setting’s first steps be?** |
| * We would follow the graduated approach. This includes the ‘plan/do/review model.
* We would plan next steps by planning and setting targets and support, using (as needed) quality first teaching strategies, specific interventions, precision teaching, and any support identified by other professionals. We review progress and impact each term, together with parents/carers.

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| Plan Do Review 1 |
| Start Date  |  | Review Date  |  |
| Outcomes  |  |
| Assess | Plan | Do - Interventions / StrategiesWhat/who/where/when/how often? | ReviewImpact / progress |
| Area of Need | Current Baseline | SMART Targets | Advised by … *e.g. SALT, CEAT, EY&C Team* |
|  |  |  |  |  |  |

 |
| **Where can I find the setting/school’s SEND policy and other related documents?**  |
| The SEND Policy is available on the website. We use the Cheshire East Toolkit: link: <https://www.cheshireeast.gov.uk/pdf/children-and-families/send/ce-toolkit-for-sendv1.pdf> |

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| **Does the setting/school/college have any programmes for early intervention?**  |
| * Early identification and support is critical. High quality teaching is key to children’s learning and development and forms the basis for any additional variations to provision for children with Special Educational Needs (SEN). Staff have the highest expectations for all children, drawing on what they know about children’s learning and development, ensuring that their provision is differentiated for individual children when appropriate and inclusive of everyone’s needs. We use a range of multisensory resources and equipment in class to provide both visual and concrete support. We follow an adaptive approach – ensuring support to meet outcomes. Using the 5 A Day SEND Principle Approach. In addition, we also have available:
 |
| Programmes /resources to support speech & language and communication including social skills? | * Intervention from speech and language therapist. Delivery of personal speech and language programme
* Support from classroom assistant within class. Team are trained by Cheshire East Speech and Language Therapist.
* Support from SENCO/specialist TA for small group or individual support.
* Wellcomm Early Years Communication Intervention. Time to Talk Intervention, Nuffield Early Language Skills Intervention.
* Shrec Approach
* Vocabulary tiers of language
 |
| Support the development of literacy (reading / writing) | * Little Wandle Phonics/Reading – For all and targeted ‘keep up’ with aim of moving to ‘on track’.
* Target groups for intervention programmes aimed at developing reading / writing skills, including phonics.
* Small group support in class for guided reading / writing. Individual reading with to teaching assistant / teacher using our quality first teaching approaches, including modelling, scaffolding, multisensory approaches and metacognition (the teaching of what, why, how, and process of reading, writing).
* Precision Teaching of key words/sounds/graphemes.
* Lucid. LASS screen to identify strengths and weakness in phonological decoding and processing, working memory, visual and spatial and verbal reasoning.
* IDL multisensory software program to develop key spelling/reading skills. Nessy Phonics.
* Reading Vipers/Targeted sessions to develop comprehension.
* Spelling Shed interactive online programme.
 |
| Support the development of numeracy | * Small group support in class through guided teaching.
* Small group for ‘catch up’ maths activities linked to Maths No Problem. We are a ‘Maths No Problem’ school. Which is highly multisensory.
* Times Tables Rockstars to develop fluency and recall
 |
| Support social and emotional needs/ reduce anxiety and promote wellbeing/self-esteem.  | * ELSA Social and Emotional sessions. Time To Talk. Socially Speaking. Anxiety Gremlin. Anger Gremlin. Worry Monster. Wellbeing Plans. Art Therapy. Social Groups. Guinea Pigs. Winston’s Wish. Relax Kids. Helping Hands. Regulation Thermometers. Sensory and Visual aids. Planned transitions. Support from specialist TA/pastoral mentor.
 |
| **How do you provide access to a supportive environment; ICT facilities / equipment/resources/ facilities etc.** |
| * Access to ICT resources such as IPad, Talking Postcards, Interactive Interventions such as Nessy, IDL, Numbershark.
* Prompt and reminder cards for organisation.
* Symbols and visual prompts*.*
* Pencil and pen grips*.*
* Use of ICT to augment, motivate, be adaptive*.*
* Sound buttons, text to speech, read aloud, immersive functions
* Widget writing
 |
| **What extra support can you access to help us meet SEN: specialist services, external expertise & how we work together.** |
| * We get support from local authority services and local special schools who provide outreach.
* We receive care plans for Speech and Language therapy for pupils who require this input.
* We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.
* We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy.
* We can refer, attend and receive support from CEAT (Cheshire East Autism Team) and Educational Psychology team each term.
* We will hold multi-professional meetings with parents and the pupil where necessary to review the child’s progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded within a child’s SEN Initial Concern or SEN Support Plan or EHC Implementation Plan.
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| **Teaching, Learning and Support** |
| **How will you teach and support my child or young person with SEND? (IRR)** |
|  **How will the curriculum and learning environment be matched to my child or young person’s needs?**  |
| * Using planned Quality First Teaching, Quality. (5 A Day for SEND – Supporting: Direct Instruction, Metacognition, Scaffolding, Flexible Grouping, Use of Technology.
* We use the Cheshire East Toolkit Appendix 2 Quality First Teaching and extra supported as needed for the 4 broad areas of SEN as appropriate to your child. Early intervention programmes, as required, within a supportive environment. We will use advice from professionals involved with your child. Initial Concern Support Plan or SEN Support Plan, SEN EHC Implementation Plan will show support in place.
 |
| **How will you support young children and people with SEND with or without an EHC plan?** |
| * Children will have an SEN Support Plan. This are used at Initial Concern level, SEN support level and EHC SEN Implementation Plan level. These plans include parent and child views. The plans record strengths and needs and key areas for support and development linked to short term targets. Where external specialists /professionals have been involved, their recommendations will be included. These are shared formally with parents when support is put in place and reviewed termly just prior to Parents Evening.
 |
| **How does the setting/school/college plan the support?** |
| * Support is planned with the Class Teacher and the SENCo, following termly standards meetings with Deputy Head Teacher. This planned support is reviewed to ensure that progress/impact takes place each term.
 |
| **How and when will I be involved in planning my child or young person’s education?** |
| * You can raise a concern with the class teacher. Arrange an First concern meeting. Ask for a referral to a specialist professional. Parents of children will be invited each term by the class teacher to discuss/agree planned support and review targets/impact and progress.
 |
| **What additional learning support is available?**  |
| * Teaching Assistants are deployed to provide additional learning support, This may involve small group or 1:1 intervention work or supporting in class using metacognition, proximity approaches (Modelling process, use of resources, mirroring of teaching, proximity to support)
 |
| **How will the setting/school/college modify teaching approaches to meet my child or young person’s needs*?***  |
| * We would plan teaching tailored to your child with clear targets. As required: Using planned Quality First Teaching, Adaptive Inclusive Teaching . Cheshire East Toolkit Appendix 2 Quality First Teaching for the 4 broad areas of SEN. Early intervention programmes, as required, supportive environment and extra support as needed. Implementing advice/recommendations and care plans from external professionals.
 |
|  **Do you provide a range of published and personalised intervention programmes to support high quality classroom teaching, and could you provide one or two examples.**  |
| * IDL is a computerised intervention programme that supports reading and spelling. Activities are completed following an initial assessment activity each time the child logs on. Following this assessment, the programme adapts the activities to meet the specific needs of the child. This programme runs alongside high quality classroom teaching where the spelling and reading skills are reinforced and extended.
* ELSA Support is an emotional literacy intervention that provides targeted support for children across all areas of wellbeing including bereavement, separation, anger, anxiety, understanding social situations, understanding our emotions.
* Little Wandle Keep up is our Phonics Programme that enables children off track to have targeted ‘keep up’ sessions.
 |
| **How will the curriculum and learning environment be matched to my child or young person’s needs?**  |
| * Quality First Strategies will be used to match to the four areas of need specific to your child. These include adapting the curriculum and environment. We focus on evidence based ‘best practice’ using quality schemes such as Little Wandle Phonics and Maths No problem that provide a high quality curriculum – these are multisensory and include opportunities to revisit, learn, practise, apply.
* Differentiation is embedded practice in all lessons. Teachers plan to ensure that the curriculum is accessible for all children at an appropriate level.
* Differentiation will help children access the lesson at a level that is appropriate for them.
* All children are encouraged to work with increasing independence as they move through school. Children experience working with a partner, in small groups, whole class or independently across all areas of the curriculum.
* The Plan Do Review section of the SEN Support plan will clearly show assessment levels, targets, matched to your child and the support in place to meet those targets.
* For those children that require reasonable adjustments and access arrangements during exams, children will be given a reader/prompt and/additional time as necessary and/or a quiet area where they can complete exams.
 |
| **How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?**  |
| **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)Describe the decision making process. How will I be involved?** |
| * The budget is allocated and managed by the Head Teacher, School Business Manager and the SENCo.
* Support is planned and funded relative to level of need, targets set and support and resources planned at each level. First Concern. SEN Support. SEN EHC Implementation Plan.
* You would be involved in planning support and reviewing progress as part of the assess, plan, do, review, process.
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| **How would you secure additional funding for a pupil?** |
| * Where it was felt that additional funding for a pupil was required, the SENCo would follow the ‘assess, plan, do’ process. SENCo will liaise with specific external agencies, appropriate to gain advice and support for next steps. With the agreement of parents/carers, such children would be presented at the Knutsford SENCos’ Cluster Meeting with the Educational Psychologist /CEAT where further advice and support would be given in order to secure additional funding.
* In mainstream schools, ‘Top up’ funding is provided for children and young people with an Education, Health and Care (EHC) Plan from the Local Authority’s High Needs budget. This funding relates to an individual pupil and the amount allocated is defined by the individual pupil’s needs and agreed provision, as described in their EHC Plan. This top-up funding is used along with universal funding (AWPU plus lump sum) and £6,000 from the school’s SEN funding to provide the provision described with the pupil’s EHC Plan. Top-up funding is provided to the school for the time a pupil attends that particular school (part-time places are funded accordingly). If a Cheshire East school has a child from another local authority attending their school, the school will have to claim ‘Top up’ funding directly from the other Local Authority
 |
| **How will equipment and facilities to support children and young people with SEND be secured?**  |
| * Where it is felt that specific equipment and facilities are needed, the SENCo will liaise with the Head Teacher.
* We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
* Our Accessibility Plan is available via the school website. This includes planning access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 |
| **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)* **How will you know how my child or young person is doing**?*(*  |
| * Through the graduated approach (assess, plan, do, review) – evaluating success and impact of planned personalised targets and support.
* Progress and attainment – through formative (daily) and summative assessment gained through daily teaching and learning and also at key assessment points.
* Closely monitoring children’s learning matched to standards and their progress through the standards.
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| What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes?  |
| * An Initial meeting with the Class Teacher to discuss concerns, support, attainment and progress.
* Involvement in creating and reviewing, First Concern/ SEN Support Plan/EHC Implementation Plan in place (resources and strategies/ impact and progress (plan, do, review).
* Termly discussions with the class teacher termly to plan and review the First Concern/SEN Support/EHC Implementation Plan. This will plan support in school and how parents/carers can support their child at home.
* Home/School communication book, as needed.
* Meetings with and consent to external agencies being involved in supporting your child.
* End of Year Report.
* Egerton Primary offers an open door policy and parents/carers are welcome to contact the school at any time to discuss any issues that might be of concern and to meet with class teacher and SENCo.
* There is also a wealth of information available via Cheshire East Livewell site and the SENCo can also signpost parents to gain additional information, advice and support. This contains a section dedicated to SEND
* [www.cheshireeast.gov.uk/livewell/livewell.aspx](http://www.cheshireeast.gov.uk/livewell/livewell.aspx)
 |
| **How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR) How will my child be kept up-to-date on their progress, and involved in review processes**? |
| * Children’s views will also be recorded in the SEN support plan. Targets set and planned support will be agreed and shared with them.
* Children with an EHCP are invited to their Annual Reviews and their views are recorded and shared in the meeting.
* Cheshire East initiatives also involve gaining the views of children and termly events are planned within the authority to gain and record children’s views.
 |
| 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?  |
| * The Deputy Headteacher (Assessment Lead), works with the Head Teacher, SENCo and Class Teacher to monitor progress of SEND children. They will discuss the impact of the support provided to children of young people with SEND. Following this meeting, support provided will be refined and adjusted accordingly.
* Children’s progress will be measured against their national curriculum standards and progress through them. However not all progress is ‘hard data’ and small steps progress can be measured through the number of SMART targets met and also through pupil voice and their views and wellbeing.
* Parents and Carers can meet with teachers termly to review the effectiveness of the provision through the review of the Initial Concern/SEN Support Plan/EHC Implementation Plan.
* All parents complete parent questionnaires at the end of the academic year. The SLT consider all questionnaires that have been returned and address key issues raised.
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| **Keeping Students Safe and Supporting Their Wellbeing** |
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| How do you ensure that my child or young person stays safe outside of the classroom?  |
| *What handover arrangements are offered at the start and end of the school day?* All children in Reception, Year 1 and Year 2 are handed over to parents/carers or known adults by their class teacher at the end of the day. Older children leave the school building independently. Where it is appropriate, support staff with escort a child to his/her parent/carer at the end of the day**.***What support is offered during breaks and lunchtimes?* Where appropriate, SEND children would have close supervision at play times and lunch breaks. Staffing to accommodate this would be at the discretion of the Head Teacher and funding**.***How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)* If appropriate, a risk assessment would be carried by a member of staff, usually the Head Teacher. Where risks were identified, appropriate action would be taken to minimise possible risks**.***What are the setting/school/college arrangements for undertaking risk assessments?* Prior to all school visits, the Class Teacher will complete an online risk assessment, Evolve, in accordance with Cheshire East policy. The assessment has to be approved by the Head Teacher before being forwarded to Cheshire East for approval**.**  |
| What pastoral support is available to support my child or young person’s overall well-being?  |
| *What pastoral arrangements are in place to listen to pupils/students with SEND?*All class teachers have a close working relationship with the children in their care. If it is felt more appropriate, a child could be assigned another member of staff who they feel at ease with and confident to talk to in order share any concerns they might have. We have a tiered approach to wellbeing (please see Wellbeing Tab on main page). Children are supported by teacher, teaching assistants, dedicated ELSA (Emotional Literacy Support). We have wellbeing Curriculum – Jigsaw that is delivered within our PHSE Curriculum. *What measures are in place to prevent bullying?** Egerton has an Anti-Bullying policy which is followed by all staff at Egerton School. Should any concerns arise, they are dealt with swiftly by the appropriate staff. A safe culture is promoted at all times. All staff have strong relationships with all children and are vigilant regarding their happiness and well-being. Any issues are dealt with swiftly, shared with key staff and parents when appropriate.

*Where can I find details of policies on bullying?** A copy the school’s Anti-Bullying Policy can be found on the school web site or obtained from the School Office.

*How do you help children and young people to make friends?** All children are encouraged to work together and look after each other. Egerton has embedded a strong culture across the school, which helps children to work together and value each other– these values are displayed in our main hall. Social and Emotional support is also planned for those that need additional targeted support. Our children also all belong to an Ambassadors Team – enabling them to mix with other children from different years groups and undertake a range of activities led by their own interests and areas that they would like to represent.

*Is a mentor or buddy scheme available for my child or young person?* If it is appropriate, the Class Teacher will assign a mentor or buddy to support another child in the **school.***How do you encourage and measure the development of good self-esteem and confidence?* Each teacher ensures positive re-inforcement and feedback. This taken many forms including verbal feedback, celebrations, stickers, points (such as Dojo’s). These are awarded to children to promote self esteem and confidence. All children take part in weekly sharing assemblies where good work, behaviour and achievements both in and out of school are celebrated. Assemblies are interactive and involve children from all year groups. All children take part in Infant and Junior Plays which help to develop their confidence when performing in front of an audience**.***Do you offer sibling support?** Sibling support could be offered if it was felt appropriate to do so.
 |
| How will the setting, school or college manage my child or young person’s medicine or personal care needs? |
| *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?* Parents/carers need to complete a form giving School permission to administer medication. Medication is only administered if it is prescribed. Where toileting needs assistant, appropriate staff are assigned to oversee this. There is a disabled toilet but no specific changing area.*What would the setting/school/college do in the case of a medical emergency?** Egerton has a number of staff who have completed First Aid training. In an emergency, staff would call an ambulance and then contact Next of Kin to inform them of the incident.

*How does the setting/school/college support young people who have to take time off for medical appointments?*Where children are required to take time off for medical appointments, the school office should be notified so that the class teacher can be informed. The register will be marked with an appropriate code to signify that absence is due to a medical appointment.*How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?** The Care Plan will initially be completed by the appropriate Class Teacher, SENCo and any other professionals involved with the child. It will then be shared with parents/carers so that there is an opportunity for it to be discussed, amended and more detail added, where appropriate.
 |
| What support is available to assist with my child or young person’s emotional and social development?  |
| * Egerton is part of the ‘Emotionally Health Schools Project’ and we have access to and use a range of tools and services to support wellbeing.
* Pupil wellbeing is at the heart of all we do. Please see our main ‘Wellbeing’ tab on the main page.
* All teachers provide a quality first wellbeing curriculum and we use the Jigsaw mindful approach to support this which enables children to be calm, connect with others, be open and learn about wellbeing.
* We have a dedicated ELSA Learning Mentor who provides targeted wellbeing support.
* Our Senco is a trained Senior Mental Health need to plans curriculum, targeted support and also works with other professionals and services to gain further advice or guidance.
* We can refer children into the ‘Emotionally Healthy Schools Cluster’ to gain additional advice and support for children.
* We can refer into Child and Adolescent Mental Health Service, as needed.
 |
| What support is there for behaviour, avoiding exclusions and increasing attendance? |
| Where a child is at risk of exclusion, parents would be invited to a meeting with the Head Teacher (or her Deputy), SENCo and Class Teacher to discuss strategies to promote increasing attendance and supporting behaviour.  |

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| **Working Together & Roles**  |
| What is the role of my child or young person’s class teacher? |
| * The Class Teacher is responsible for planning and delivering the day to day education of the children in his/her class across all subjects in the National Curriculum. The Class Teacher is also responsible for the Personal and Social wellbeing of the children in the class and ensures that they are happy, safe and cared for appropriately throughout their time in school**.**
 |
| Who else has a role in my child or young person’s education? |
| * All adults in school including the Head Teacher, Deputy Head Teacher, all Teachers and Support staff will have a role in the child’s **education.**
 |
| 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 will be responsible for ensuring 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. Staff training takes place regularly linked to current cohort of children so that all staff can support.
 |
| What expertise is available in the setting, school or college in relation to SEND?  |
| * The SENCo has undertaken the required accredited training (PGCE SEND Award) and has completed Designated Safeguarding Lead Training. She is a trained Senior Mental Health Lead.
* The SENCo regular attends Cluster Meetings led by CEAT and Educational Psychologist and SEND Inclusion Meetings led by SEND Inclusion and Quality Assurance Team.
* Teachers and Teaching Assistants have engaged with training for a range of intervention strategies eg. Maths No Problem, Little Wandle, ID L Dyslexia, Wellcomm Language, Sensory 101, Targeted Speech and Language Training.
* All TA team have an overview of needs and recommended strategies to support: Dyslexia, Autism, ADHD, Communication, Early Reading**.**

*What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?** All staff are supported to attend appropriate training courses as part of their Continued Professional Development (CPD), as and when appropriate to meet the needs of individual, or groups of, children.

*Does the setting, school or college have any formal accreditations, charter marks or awards?** Inclusion Quality Mark, International Schools Award.
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| How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? |
| * The SENCo works closely with other agencies and the Educational Psychologist as and when appropriate. The SENCo provides an annual report to the Governing Body on her role and significant issues that have occurred during the Academic Year**.**

*Do any other services work closely with yours? This can include health, social services, local authority support services, voluntary organisations.* * The Head Teacher, Deputy Head Teacher and SENCo are primarily responsible for liaising and working closely with other services such as School Health, Speech and Language, CEAT, CDC, CAMHs and Social Services, as and when appropriate.

*Which health or therapy services can children/young people access on the setting/school/college premises?* * No health or therapy services are located on the school premises. However, in consultation with the Head Teacher, the Senco would liaise with the health or therapy services that are thought to be appropriate to meet the needs of an individual child.
 |
| Who is the SEN Coordinator and how can I contact them?  |
| * The SENCo is Mrs Elizabeth Broadbent and she can be contacted through the School Office or via email at senco@egerton.cheshire.sch.uk
 |
| What roles do have your governors have? And what does the SEN governor do? |
| SEN Governor liaises and supports the SENCo meet the SEND Code of Practice framework and expectations.  |
| How will my child or young person be supported to have a voice in the setting, school or college?  |
| *How will my child/young person being able to contribute his or her views?* * All children have an equal opportunity to contribute his or her views through their class teacher or any member of staff, either verbally or written, in a formal or informal way.
* Children will be supported as appropriate by staff if they wish to talk and share any concerns.

*How do you support children and young people with SEND/LDD in making their aspirations known?** Formal and informal opportunities will be given to children when appropriate, so that they have time to talk in a quiet area where they feel comfortable and they can share their feelings**.**

*Do you have any student focus groups, councils or forums within the setting?** All children belong to an Ambassadors Group – this enables every child to choose a group that they would like to support and have an area of interest where they can contribute and share their views. Our Ambassadors Groups include: Safe and Happy, Digital, Global, Eco, Community,
 |
| What help and support is available for the family through the setting, school or college?  |
| *Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?** If this is required, parents/carers should seek support initially from the SENCo. They may then be referred to another member of staff if this was felt to be appropriate. A range of information, advice and support is also available through the Cheshire East Local Offer Website – Livewell:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>*What information, advice and guidance can parents and young people access through the setting, school or college? Who normally provides this help and how can they access this?** Where information, advice and guidance is sought, parents/carers should contact the SENCo in the first instance. They may then be referred to another member of staff if this was felt to be appropriate**.** A range of information, advice and support is also available through the Cheshire East Local Offer Website – Livewell:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>*How does the setting, school or college help parents with travel plans to get their son/daughter to and from the setting, school or college?* * Parents/carers who may require help with travel plans to get their son/daughter to and from school, should contact the Head Teacher in the first instance.
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| **Inclusion & Accessibility** |
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| How will my child or young person be included in activities outside the classroom, including trips? (IRR) |
| *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?** All extra-curricular/after school activities are available to be accessed by all children with SEND.

*Do you offer holiday and/or before and after school/college provision? If yes, please give details** Multiflex run a holiday club for periods during the holidays.

*What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?** There is a range of After school activities offered which have included Multiflex sports activities, yoga, netball, football, cricket, computing, cookery, games, film club etc. There is a cost for Multiflex sports which covers the cost of the sports coaches. There may also be a small charge for resources (eg. Food for cookery**).**

*How do you make sure clubs, activities and residential trips are inclusive?** All clubs, activities and residential trips are open to all children. Financial support may be available should this be appropriate. Activities are risk assessed and appropriate arrangements put in place to ensure full inclusion**.**

*How will you help my child or young person to be included?*All children are encouraged to take part in residential visits, trips and clubs. We may undertake pre-research, identify worries and address these, use social stories as needed. *How do you involve parent carers in planning activities and trips?** Parents/carers are invited to come into school to listen to children read, undertake specific art activities and accompany classes on school trips. In addition parents/carers can also become mystery readers where they are able to share a favourite story and read aloud to a class. A specific meeting for parents is arranged when planning a residential visit. When it has been deemed necessary an initial day visit has been arranged for a small group to ‘report back’ to the rest of the class in supporting children with **specific needs to prepare them well for a residential visit.**
 |
| How accessible is the setting/school/college environment? |
| Is the building fully wheelchair accessible? Details (if required)There is a ramp access into the Infant CloakroomAre disabled changing and toilet facilities available?Details (if required)There is a one disabled toilet but no specific disabled changing facilities at present.Do you have parking areas for pick up and drop offs?Details (if required)There is one designated disabled car parking space.Do you have disabled parking spaces for students (post-16 settings)?Details (if required)Not applicable.*Additional Points:**Where can I find the setting’s Accessibility Plan?** Available on the school website.

*How are SEND students supported to access those facilities available to all students?* Support staff will be assigned to support access to facilities as and when required**.***Have there been improvements in the auditory and visual environment?* * All classrooms have interactive whiteboards and teachers use a variety of teaching strategies, including visual learning to support different learning styles.. There is no loop system in place.

*How do you communicate with those whose first language is not English (including parent/carers)?** We use dual language book resources, available from the resource library. Translations applications. This has also been supported well by family members who speak English.

*Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?** All staff are trained in the use of Visual Timetables. We have access to ‘Sign along’ and training/re-fresh as needed.

*Is any specialist IT software or equipment available and used within the setting?* * We use IDL Dyslexia Software. We use ‘talking postcards’ to support workingmemory. I-pads have immersive reader mode.
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| **Transition**  |
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| **Who should I contact about my child/young person joining your setting, school or college?**  |
| *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils –* * Contact the School Office or the School Website**.**
 |
| **How can parents arrange a visit to your setting, school or college? What is involved?** |
| *Do you offer Open Days?** Parents/carers new to the school can arrange a visit by contacting the School Office to arrange an appointment to look around and meet the Head Teacher.
 |
| **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)**  |
| *What* *preparation will there be before my child or young person joins you*?* Induction days are timetabled for children who are entering Reception in the Summer Term prior to starting in September. Induction days can be arranged for children who join the school in other year groups and parents/carers would need to discuss this with the Head Teacher.
* Action for Inclusion Plans will be completed prior to entry, if appropriate. Meetings involving parents/carers, the Head Teacher/SENCo and the class teacher will be arranged.

*How will he or she be prepared to move onto the next stage?** Transition meetings will be organised for those children moving from Key Stage 2 into Key Stage 3. A move-up day takes place at the end of the Summer Term for all children so that they have an opportunity to work with their new teacher before the beginning of the new academic year.

*What* *information will be provided to his or her new setting, school, or college?** Parents/carers should contact the School Office to access current information available*.*

How will you support the new setting, school, or college to prepare for my child or young person?* Regular communication with parents/carers help to prepare children for their setting. SEN Support Plans will be shared. Transition visits can be arranged as necessary.
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| **Additional Information** |
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| **What other support services are there who might help me and my family?**  |
| * The Cheshire East Livewell website has a range of information, advice and support available for parents.
* Please see our webpage SEND, under School Info Tab for further links and sources of support.
* [**https://www.cheshireeast.gov.uk/livewell/livewell.aspx**](https://www.cheshireeast.gov.uk/livewell/livewell.aspx)
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| **When was the above information updated, and when will it be reviewed?** |
| * Spring Term 2022– reviewed annually.
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| **Where can I find the Cheshire East Local Offer?**  |
| The Cheshire East Local Offer can be found at https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local\_offer.aspx |
| **What can I do if I am not happy with a decision or what is happening? (IRR) What is the setting, school or college’s complaints policy?** ( |
| * Parents/carers can contact the Head Teacher or Chair of Governors.
* This complaints policy can be found on the schools’ web site.
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