

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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Name of Setting	Nether Alderley Primary School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <div style="border: 1px solid black; height: 20px; width: 300px; margin-top: 5px;"></div>
Specific Age range	4-11
Number of places	105
Which types of special educational need do you cater for?	<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 style="border: 1px solid black; height: 150px; width: 100%; margin-top: 5px;"></div> </div> </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.

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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).

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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?
Children are identified as early as possible through a rigorous system of on-going assessment. These may be academic assessments raising concerns about progress compared with age related expectations. They are also expressions of concern over speech and language progress, behaviour or emotional well-being, which are highlighted by staff. We have links with staff trained to identify and work with children with specific difficulties such as dyslexia, dyspraxia and autism. Any needs identified by teachers or teaching assistants are passed to the Special Educational Needs Coordinator (SENCO) and specific interventions are put in place.
What should I do if I think my child or young person needs extra help?
If you have a concern about your child, you should initially contact their class teacher to arrange a meeting (after school). They may pass your concern to the SENCO to support and advise. The SENCO team of Elizabeth Greenwood and Richard Craven, can be contacted by telephone any afternoon and also by email (head@netheralderley.cheshire.sch.uk or egreenwood@netheralderley.cheshire.sch.uk)
Where can I find the setting/school's SEND policy and other related documents?
Our SEND Policy can be found here: www.netheralderley.cheshire.sch.uk

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer:
https://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer.aspx

It is our aim to give all children the opportunity to access appropriate learning opportunities in an inclusive manner. Our first priority is the provision of high quality class teaching, differentiated to meet the needs of all our learners. This ensures that the level of support and challenge is tailored to their needs. Within the class, a range of approaches will be used to allow each child to achieve their potential. These might include alternative forms of recording work, visual prompts, small group or individual teaching. Class teachers and support staff receive regular professional development in order to ensure they understand a range of teaching strategies. We encourage children to reflect on how best they learn as individuals and to identify what they need to learn next to make progress.

The school has a wide range of intervention programmes available to support children who require further support. Some of these interventions are published or commercially available packages of support, such as Power of One, Power of Two, Toe by Toe, Nesy, Phonological Awareness Training, Write from the Start. Others are bespoke/personalised approaches based on best practice guidance, for example social support groups. On occasion, we might include a child in an additional mathematics or English support group taught by a teacher.

For those with significant or complex needs, with the permission of parents, the school will seek the advice of a specialist: a Speech and Language Therapist, a Play therapist, an Occupational Therapist or an Educational Psychologist. This may be through local cluster advice forums or through visits and sessions held in school. In some cases, these specialists might hold sessions in school time or alternatively parents may be required to take their child to an alternative local venue.

Where additional levels of support are required, a provision map is created, which will detail what and when the additional support is being delivered. We also monitor the impact of the support. Parents will be fully involved in discussions over what support we plan to provide for their child, why we consider it to be appropriate and the progress made. Some children may have Education Health Care Plans in place that give greater detail of the way in which other agencies may be working with the school to meet their child's needs.

How will the curriculum and learning environment be matched to my child or young person's needs?

All teachers are responsible and accountable for meeting the needs of the learners in their classes. Where pupils have SEND, all teachers will be aware of the pupil's areas of strength and weaknesses, and will make every effort to tailor their teaching approaches to meet their needs. The teachers regularly discuss pupil well-being and progress. Additional support will be provided in subjects where a child's difficulties are a barrier to learning. For example, word banks or scaffolds may be used outside of English lessons if literacy difficulties will impact on access to the curriculum in other subjects.

We use a password protected, assessment system, which highlights pupils with SEND and medical needs. This is maintained in class groups and also in set groups so that all teachers have access to information about those they teach. Information about individual pupils with SEND is shared with supply staff via a brief record sheet. There are always other staff available to support supply teachers in quickly understanding the strengths and weaknesses of individual children.

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Teaching, Learning and Support

Where learners are working at an attainment level below that of their peer group, teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We have mixed age classes, which means teachers are skilled in planning for a range of ability levels.

We aim to encourage independence in all learners and this is promoted by ensuring that tasks are matched as far as possible to the strengths of the learners. Our school believes strongly in using paired and group work to allow children to construct their own learning and resolve their own problems.

For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with the school SENCO. Our SENCO attends the regular meetings of the specialist local cluster consultations e.g. Cheshire East Autism Team, Educational Psychologist. This allows professional discussion about an individual child's difficulties and needs, and a swift implementation of an improved plan.

All additional provision for pupils with SEND is overseen by the school SENCO and the Head teacher. Children's progress is monitored and all the teachers involved in the child's education meet on a termly basis to consider the child's next steps.

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

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is spent on class based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes, alternative seating and dyslexic-friendly resources e.g. coloured paper/overlays. For those requiring other types of provision, funding is used to provide adult support for groups within a class or to deliver intervention programmes. The funding is also used to purchase new interventions, which may include computer based resources. In some cases it might also be used to provide access to specialists such as a Play Therapist. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. an outcome identified in discussion with teachers and parents or on Education Health Care Plans). The SEND budget is the responsibility of the Head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and costed efficiently.

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

The school possesses a range of equipment and facilities to support pupils with SEND and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are bought as and when required. Where more specialist personalised equipment is required (e.g. specialist seating, mobility aids), the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

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Teaching, Learning and Support

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

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by teachers, and at regular agreed assessment points. The teachers will quickly identify areas in which a child's progress is falling behind. For some learners with the most significant needs, more frequent contact with families takes place, for example through informal conversation as the child is picked up after school or sometimes in home-school books. Formal monitoring of progress takes place termly. Teachers will contact parents and carers if a cause for concern is raised. This is in addition to parents' evenings which are offered each term, and the annual school report which is sent home in the summer term. For learners with SEND, personal provision plans will be discussed with parents at parent-teacher meetings, and for those with Education Health Care Plans an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required. Class teachers are not always available at the end of each school day due to clubs and other school duties, so parents are asked to ring or email to make an appointment. This ensures quality time is given to these discussions. In addition, the school's Family Support Worker can also be seen by appointment.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are at the heart of the decisions made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners, this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written or scribed means). Younger or less able children are given the opportunity to contribute their ideas in discussions, which take place with a familiar adult who acts as an advocate for them at any meetings. Often this will be a teaching assistant or their class teacher. We recognise that there is sometimes a need to protect a pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties. In these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them from external agencies.

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 school's SENCO, along with the Head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure that they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought through questionnaires. The responses are collated by the SENCO and used to inform decisions about future provision. Parents are able to request a response from the SENCO in response to any issues raised.

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Teaching, Learning and Support

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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?
<p>Pupil safety is taken very seriously. Information about pupils with SEND is communicated to relevant school staff via their support plan, which outlines any areas which could pose a risk to the pupil. Informal discussions are also of high importance. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. In some cases a risk assessment will be completed to ensure specific events or behaviours are dealt with consistently and safely. A handling plan may also be put in place if the child may need regular physical support from an adult. These will be shared with the parents and regularly reviewed. Where necessary alternative arrangements for the most “risky” times of the day are made, for example supervision in the canteen, or for off-site events such as trips or residential visits.</p>
What pastoral support is available to support my child or young person’s overall well-being?
<p>PASTORAL We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching, we offer a range of interventions (both commercially published and bespoke) to address specific issues as they arise. For some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families.</p> <p>FRIENDSHIPS All children in school are supported to develop relationships with their peers. We also offer a range of personalised social skills activities and bespoke interventions to support groups or individuals.</p> <p>PEER / SIBLING SUPPORT It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. This will be decided in conjunction with parents. This is often the provision or facilitating of access to additional opportunities, which are limited due to the inclusion of the child with SEND.</p> <p>BULLYING The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying. Class teachers are vigilant in monitoring the children’s behaviour for indications of bullying. Where bullying is suspected or reported, personalised support measures are put in place for both victims and bullies, which take into account the needs of all the pupils involved.</p>

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Incidents of bullying are logged and actions are recorded. Parents of both parties are kept informed.

The school is vigilant in monitoring on-line bullying. Visitors such as the NSPCC make the children aware of who outside of school is available to talk to. Our local Police Community Support Officer speaks to our children in assembly and helps to educate them about e-safety.

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

MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, a member of staff will safely store the medication and arrange to administer it at the agreed time. Medication is kept in a fridge in the staffroom. A record sheet is signed by the staff member who administered the dose. The same person will arrange to return and then collect the medication each day from the school office/parent.

In some cases a pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, epilepsy rescue medication etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen, and the location of the medication is detailed on the pupil's pen portrait. Staff complete an annual risk assessment for their classrooms, and record where any such medication is kept.

TOILETING

Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, and are encouraged to take as active a role as they can. Pupils with limited verbal communication skills are provided with a range of tools to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs.

PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom. Where this occurs, close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils. We have an Intimate Care Policy which can be viewed at www.netheralderley.cheshire.sch.uk.

SHARING OF MEDICAL INFORMATION

At the start of each academic year, parents are asked to update us on any changes to their child's health. This information is held on the school registration system. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used

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and these held by the class teachers. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is held by the class teacher and a brief outline is also held in the school office and in the staff room so that other adults can act swiftly in an emergency.

MEDICAL APPOINTMENTS

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

TRAINING

Staff undertake regular first aid training and are trained by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers as required. When necessary, the school seeks out relevant training to address the specific needs of pupils. A range of mid-day supervisors and school club staff are also trained so that children are safe at all times.

What support is available to assist with my child or young person’s emotional and social development?

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school uses support staff to deliver dedicated sessions. This may be based on a commercial package, but are very often a bespoke programme tailored to the individual’s needs. A parent who feels that their child is displaying high levels of emotions should seek support from their GP.

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

BEHAVIOUR

The school has a clear behaviour policy displayed on our website: www.netheralderley.cheshire.sch.uk

It is implemented consistently and a child friendly version is displayed in all classrooms. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key “trigger points” during the day, for others this may involve a “time out” arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil’s whose behaviour is challenging is to firstly understand this behaviour. We seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, de-escalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

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Keeping Students Safe and Supporting Their Wellbeing

EXCLUSION

It is very rare that we would consider exclusion for any pupil. Our arrangements for dealing with exclusions are outlined in our Behaviour Policy at www.netheralderley.cheshire.sch.uk. Whilst we carefully consider the circumstances in which an incident may have occurred, there are certain behaviours that the school and its governing body consider to be absolute grounds for exclusion: racist, sexist or homophobic behaviour or violence towards others.

ATTENDANCE

We take active steps to improve attendance. The children receive awards for full attendance at the end of each term. Our Educational Welfare Officer works closely with families where attendance is of concern to find holistic ways to improve the situation.

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Working Together & Roles

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

The class teacher has the overall responsibility for pupil's learning and their day to day wellbeing in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for all pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, and interventions). Whilst children may take part in additional support groups, the responsibility for the learning of these pupils remains with their class teacher.

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

The Head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. She may work individually with pupils, or carry out assessments where required. In addition to the class teacher and SENCO, pupils might come into contact with a range of professionals brought in to work with a pupil such as a Speech and Language Therapist, a Play therapist, an Occupational Therapist, an Educational Psychologist or the school nurse (parental consent is required for any contact with any of these professionals). Our teaching assistants are skilled and experienced. When appropriate they provide intervention programmes under the guidance of the teaching staff and work in classrooms supporting pupils in small groups. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis.

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Working Together & Roles

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?

We use a password protected integrated pupil tracking system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. Staff can also interrogate the registration system to find additional details such as the address and contact details of parents and carers. Information about SEND needs of pupils are noted on pupil's support plans, and these documents will signpost staff to the more detailed documents where required.

Education, Health and Care Plans (EHCPs) are shared with class teachers and learning support staff as appropriate. Regular discussions take place over how the child's needs are being met and whether any changes in provision are needed. The staff review this formally once per term and feedback to the Head teacher and SENCO. Teachers meet with parents of children with SEND at least once per term. EHCPs are also reviewed annually with input from all professionals from different agencies involved.

What expertise is available in the setting, school or college in relation to SEND?

All school staff have a good awareness of SEND through regular staff meetings and formal professional training. The SENCO supports staff in developing their practice in relation to the specific needs of the pupils in their classes.

The SENCO is a specialist member of staff. Our school is adapted for wheelchair users and our staff have training in safe manual handling.

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

The school works with a wide range of services. We have close links with health professionals, for example, Child and Adolescent Mental Health Services (CAHMS) Speech and Language Therapy and Occupational Therapy. We work closely with social care teams, as well as with Cheshire East Advice, Information and Support. After a referral has been accepted, some of our pupils access this additional provision.

We regularly organise multi-agency meetings to discuss pupil's needs, and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

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

The child's class teacher should be the first person contacted to discuss a concern. They will be able to reassure or guide parents as to what the best course of action might be. A follow-up meeting may be arranged with the SENCO.

Who is the SEN Coordinator and how can I contact them?

Our SENCO is Mrs Elizabeth Greenwood. Parents may telephone the office to make an appointment to see the SENCO or she can be contacted at egreenwood@netheralderley.cheshire.sch.uk

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Working Together & Roles

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

The school governors share the responsibility for ensuring the quality of provision across the school. However there is a designated governor for SEND who has regular meetings with the SENCO to ensure that all pupils, including those who are looked after, make progress.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are at the heart of the decisions made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners, this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written or scribed means). Younger or less able children are given the opportunity to contribute their ideas in discussions, which take place with a familiar adult who acts as an advocate for them at any meetings. Often this will be a teaching assistant or their class teacher.

We have an active School Council who takes responsibility for sharing pupil views with the Senior Staff. All children have the opportunity to be elected to this body as selected by their class.

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

Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join the Parent Teacher Association who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter. Parents also share their expertise and talents during our annual Aspirations week.

What help and support is available for the family through the setting, school or college?

We recognise that the paperwork that often accompanies the provision of a child with SEND can often be daunting. Most class teachers are very familiar with this and can help parents interpret reports. The SENCO is available if parents need more detailed explanations or support. She can signpost parents to other agencies who may be able to offer further help.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

As an inclusive school setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc., therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc. We have a range of extra-curricular school clubs and activities, which change each term (details available on the website <http://www.netheralderley.cheshire.sch.uk/page/extra-curricular-provision/41075>). Sometimes clubs take place at lunchtime, which offers children who find a long social break difficult, an alternative activity.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required) Our school is on a single level. It has a **ramp for wheelchair access into the main reception and from the playground.**

Are disabled changing and toilet facilities available?

Details (if required) We have 1 toilet **adapted for wheelchair users.**

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

Details (if required) We have disabled parking at the front of the school.

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

Details (if required) N/A

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our building offers full access to children with physical disabilities. Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc. Where required, the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. The school accessibility plan can be found on our website
We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.

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Transition

Who should I contact about my child/young person joining your setting, school or college

The 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. For information about entry please email the main school office (admin@netheralderley.cheshire.sch.uk) who will discuss the application process with you.

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

We offer a range of transition visits for new reception pupils, which take place in the summer term each year. However, we encourage the families of pupils with SEND to arrange a separate visit with the school SENCO and class teachers so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENCO.

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

ENTRY

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the Head Teacher and the school SENCO. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. If required, we will arrange an informal home visit to meet the child and family of a reception age child prior to starting school in September.

TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. We work closely with families at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings. We can advise parents and families when making decision about secondary provision. The Cheshire East Borough SENCO can also offer guidance as to what provision might best suit an individual child.

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Additional Information

What other support services are there who might help me and my family?

The school SENCO is Elizabeth Greenwood and can be contacted at egreenwood@netheralderley.cheshire.sch.uk . **The Cheshire East Information, Advice and Support team (CEIAS) can be accessed by following this link <http://www.ceias.cheshireeast.gov.uk/home.aspx>**

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

November 2021; to be reviewed July 2022.

Where can I find the Cheshire East Local Offer?

The Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening?

As a school we encourage parents to address any worries or concerns initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, a parent remains unhappy with any aspect of the school's performance, they should contact the Head teacher who will explain how they might proceed.