

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	
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input checked="" 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: 15px;" type="text"/>
Specific Age range	Nursery (Aged 3) to Year 6 (Aged 11)
Number of places	
Which types of special educational need do you cater for? <i>(IRR)</i>	<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 checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px; width: 100%;"> Autistic Spectrum Conditions (7 place resourced provision). </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)*

Children with SEND are identified as early as possible within our setting using a Graduated Approach. Initial identification is usually through first concerns, brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff and/or parents report their concerns to the SENCO who would either liaise with staff working with the child or observe the child within their own setting depending on the concern.

The head teacher, deputy head, class teacher and SENCO meet on a termly basis to track all pupil progress data for maths, reading and writing to identify any children who have not made expected progress. From this collaborative discussion, support is planned to meet the needs identified in each areas. Continuing with a graduated approach, where indicators of SEN remain after an initial period of support, an individualised SEN support plan will be produced by the class teacher to support the child and enable them to make progress against outcomes set. The SEN support plans are reviewed at least 3 times per year with the child, their parents and teachers.

At Handforth Grange, we strongly believe that children with SEND are best supported in the mainstream classroom for the majority of the time to enable them to access high quality teaching with their peers. Where children's needs are more complex, provision will be made for personalised programmes of support to enable them to meet the outcomes set in each area of need. This will be a combination of teacher focused quality first teaching, small group work and 1:1 personalised interventions. An application for a needs assessment may be made to CE SEN team, if it is felt that a higher level of support is required on a long term basis.

We follow the guidance and paperwork in the Cheshire East SEND Toolkit, which can be viewed online:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

Children within our resource provision are primarily taught with their mainstream peers. We currently have a high number of non-verbal children working significantly below their peer group, these children spend the majority of the day in the Resource provision accessing a personal curriculum. In addition, personalised curriculums ensure they are provided with regular sensory, physical, SALT and life skills interventions throughout the week to enable them to make progress against individual outcomes in their EHC plans.

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Identification

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

In the first instance you should arrange a meeting with your child's class teacher either before or after school to discuss your concerns. The teacher will discuss how s/he adapts her/his teaching to cater for your child's needs and can outline any support your child is currently receiving. Where necessary, the teacher would discuss the meeting with the SENCO to gain advice and support. A First Concerns Profile will be developed with agreed actions for home and school. Where needs are more significant a SEN Support Plan will be developed to outline the provision required, following the guidance in the SEND Toolkit.

If you feel that your child has a more specific special need and that you require more specialist advice you can arrange to meet with the SENCO (via the school office) following the meeting with your child's class teacher. Please indicate to the school office what your concerns are regarding so that the SENCO can prepare adequately for the meeting by speaking with class teachers and other staff supporting your child or by seeking any specialist advice from outside agencies prior to the meeting.

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

Our school SEN Policy and other important documents can be found in the "Our School" section of our school website in the area entitled "Policies". Or you can follow this [link](#) to reach the relevant page on our website.

Our equality statement plan and annual SEN/Inclusion report can be found in the "Our School" section of our school website in the area entitled "Equality/SEN". This can be reached by clicking on the following [link](#).

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Teaching, Learning and Support

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

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Teaching, Learning and Support

At Handforth Grange, we strongly believe that children should be supported in the mainstream classroom for the majority of the time to enable them to access high quality inclusive teaching with their peers. All of our teachers are teachers of SEN and deliver inclusive quality first teaching, which means that they use adapted teaching to suit the needs of the children in their class. For children with SEND this means that they are provided with work to match their own level and pace of learning within lessons and will, in some lessons, work in small groups with the teacher to target their needs. Other children may be given the opportunity to record their work in a different way, where appropriate, (for example, using computers, iPads, sound recorders or by drawing, mind mapping). In some instances, intervention programmes such as Read Write Inc and Nessy Spelling and Reading Programme will be used to boost progress for a short period of time during the day. Further support is delivered through targeted pre and post learning to enable children to remain in class for the main input by the class teacher and then consolidate their learning.

In terms of individualised support this is planned through pupil progress meetings between the head teacher, deputy head, class teacher and SENCO. The head teacher, deputy head, class teacher and SENCO meet on a termly basis to track all pupil progress data for maths, reading and writing. From this collaborative discussion, where children have not made expected progress, provision will be made to provide targeted support either in a small group or on a 1:1 basis focusing on areas of specific difficulties. For children with more complex SEND with EHC Plans we endeavour to provide 1:1 or 1:2 support to meet the individual needs of children. We will deliver tailor made packages of support to target children's individual needs for example, speech and language, physical and sensory needs. These are often delivered by teaching assistants and are planned and monitored in conjunction with the child's class teacher, SENCO and/or relevant therapists.

For children with more complex needs we may seek external advice and support from a range of professionals (such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Hearing or Visual Impairment teachers, Cheshire East Autism Team, Early Years Outreach support, Physiotherapists) and work alongside them or follow their advice to deliver interventions within school. We also have a trained counsellor within school who can support children with emotional difficulties on a 1:1 basis.

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

All teachers at our school use adaptive teaching in their lessons to meet children's needs. They monitor and assess children's progress on a daily basis in order to adapt their planning to ensure that all children achieve at their level. For children with SEND this may include matching the pace of learning to an individual child's needs by providing them with more opportunities to practise and consolidate new skills learnt. Children are encouraged to record their learning in different ways where required so that they can meet the objectives of a lesson. For example, children with disabilities or motor difficulties may use technology or visual aids to record what they have learnt. Teachers use adaptive teaching lessons using adult support, by providing alternative tasks or through expecting different outcomes during more open-ended tasks. The learning environment is adapted to cater for the physical needs of all pupils, to ensure accessibility.

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Teaching, Learning and Support

To support children to work independently some children with SEND may require more tailored or specific forms of adaptive teaching within class. For example, they may be provided with a laptop where motor skills cause difficulties in writing, specialised word banks for children with literacy difficulties or who have English as an Additional Language or visual aids to help children with communication difficulties. In some cases, particularly for children with ASC, children may be provided with their own personalised work space within the classroom to avoid visual and sound distractions. In these situation children benefit from working in a familiar, quieter environment and follow a regular routine using task baskets to compartmentalise tasks and help them to see a clear beginning and end to their activities.

In all cases class teachers are responsible for the progress of all children in their class and are encouraged to seek advice from professionals within school (SENCO, specialist ASC resource provision teacher) to develop and adapt their teaching practices. The Deputy Head is responsible for mapping out which children will receive targeted support across the school and uses half-termly progress data and discussions with class teachers and SENCO to plan this.

During Statutory Assessment Tests, some children are given the opportunity to complete their tests in smaller quieter rooms, or where needed, on a 1:1 basis to ease their anxieties and minimise distractions. In some cases, for example for children with Dyslexia, school will apply for the child to have extra time in which to complete their tests. We also provide staff to help with reading maths and writing questions to children to aid their understanding and processing.

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

The SEND budget is the responsibility of the head teacher, finance governors, deputy head and SENCO. Regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. These budgets may be spent on specialist equipment required by a child (such as writing slopes, colour overlays or alternative seating) or for buying specific intervention programmes to aid children's progress and learning. A large part of the budget is spent on adult support so that children can receive targeted provision to meet their specific needs as agreed in their SEN Support Plans.

For children who have an Education Health and Care (EHC) Plan a provision map is created to plan the children's needs in line with their EHCP and ensure that the budget is used appropriately to adapt the curriculum or provide adult support as stated on the plan. All funding/spending for SEND is clearly identifiable on the school budget paperwork.

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)**

Education Health Care Plans state the provision required to meet the needs of children with complex needs. Once an EHC Plan is in place an annual review meeting will be held between the parent, SENCO, CE SEN Team, any other agencies and the class teacher to discuss the child's needs. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed for the following year. School staff

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Teaching, Learning and Support

are usually best placed to advise on the nature of the support / provision needed, but the school may also seek the support of other agencies to advise on this, especially if other agencies are involved. Parents are encouraged to share their views and ideas at this meeting and will be involved in the decision making process. Where disagreements arise, school will seek advice from CE SEN Team and outside agencies to ensure that the best support for the child is provided. Throughout the year, additional termly meetings with parents, class teachers, any agencies involved regularly and SENCO will monitor the EHC implementation plan to ensure the current provision is enabling the child to make progress towards the outcomes set.

Support for children with SEN support plans is planned through termly meetings between the class teachers and parents. The SENCO may attend if additional advice is required. From this collaborative discussion, additional SEN support is planned for the following half term to enable children to make expected progress. This may be a small group TA support in class, teacher focus group work, pre or post learning or 1:1 support to meet specific areas of need. Where needs persist despite the schools best endeavours an application for a needs assessment may be made to CE SEN Team to enable further support to be put into place.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The school possesses a range of equipment and facilities (e.g. adapted reading material, writing slopes, coloured overlays, sensory room etc.) to support pupils with SEND. The school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these.

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)*

Teachers monitor and assess children's progress on a daily basis and use regular informal assessment strategies such as questioning, observation and child self-assessment using the 3 basic facial emotion visuals to gauge children's understanding. They therefore have a sound understanding of how your child is doing on a daily basis. Furthermore, on a half termly basis children are more formally assessed through assessing independent writing and using reading comprehension or maths assessments.

At the beginning of each year, class teachers hold a parents meeting to outline expectations for their year group and to give you an overview of what your child will be learning over the course of the year. In addition to this, Reception staff provide phonics training for all new parents and throughout the year we run maths sessions for all parents to teach the strategies your child is using to learn with at school so that you can support them at home using consistent methods that they are familiar with. Teachers set maths and reading homework on a weekly basis which reflects what your child has been learning throughout the week. This is adapted to the child's needs and gives you further insight into the stage of their learning.

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Teaching, Learning and Support

Using all of these techniques teachers are able to judge the level and progress of your child and are happy to share this with you. They are usually available before and after school for informal discussions with parents but you are also welcome to book a time to meet with them if you have further questions or concerns. You also have a direct contact for teachers either via Dojo or Tapestry. Information about pupil progress is shared with parents at parent-teacher meetings which are held in the Autumn and Spring terms and via the annual school report to parents which is sent home during the summer term. Additionally, for learners with SEND, SEN Support or EHC plans will be reviewed at least 3 times per year with parents at parent-teacher meetings. A more formal annual review of EHC Plans will be held; the SENCO and any agencies or professionals working with the child or family will be invited to attend. At key transition points, a reviewing officer from Cheshire East SEN team will be invited to attend.

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

Children who have an EHC or school support plan will be invited to their annual review/target setting meeting to discuss their outcomes and how they would like to progress over the forthcoming year. They, alongside parents, will be fully involved in the outcome setting process. How each child contributes to these meetings will be assessed based on their individual needs. Some children may send written/visual comments to the meeting if it is felt that meeting with many adults may be too overwhelming for them, some may attend a short part of the meeting whilst others may attend the full meeting and take greater responsibility within the process. Children may bring their support assistant to the meeting to support them and boost their confidence and ability to deal with the situation.

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 SENCO, Deputy, RP manager and headteacher monitor and assess the effectiveness of the provision provided for children on a regular basis and adapt it as necessary. Parents are encouraged to raise any concerns with the provision and these are taken into account when provision is monitored. Through pupil progress meetings the success of support can be tracked by looking at the progress made by groups and individuals over the course of the term. From this, successful interventions are re-utilised to support children within school whilst unsuccessful interventions are adapted or changed to ensure progress is made.

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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 want children to have as much independence during their playtimes and lunchtimes as possible. In cases where children with SEND require 1:1 support, those adults encourage children to interact with their peers as much as possible and support them with their social needs. There are designated first aid trained

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members of staff outside or in the medical room at all play and lunchtimes. Children's support plans and individual needs are shared with all staff (including lunchtime staff) as necessary to ensure that they are adequately supported throughout the school day.

For the younger Key Stage 1 children access through the building requires a fob and doors are kept locked and closed at all times to ensure children are secure. Where a child has a physical disability, we ensure that corridors are kept clear at all times to provide ease of access. We also have ramps and barriers for children to enter and exit the school safely.

Classrooms undertake a formal risk assessment at the beginning of every school year to ensure that they are safe for all children. Furthermore, any broken equipment is immediately reported to the caretaker on sight and actions taken to ensure child safety. Some children require individual risk assessments for outdoor play and may require playtimes at different times to the majority of children if they struggle with large crowds. These are supported by their teaching assistant.

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

Peer support/buddying

The Year 6 children take on the role of *buddy* for some children with SEND to help them socialise and play outside with less adult support. They are trained in how to play with younger children and how to ensure that they feel happy within the school day. The Year 5 and 6 children provide training and transition for the following year group to take on their roles on leaving school. In addition, class buddies are used to support children with SEN in their class, this helps children to feel safe and supported within their class room.

Specialised support

At lunch play time there are a number of SEN teaching assistants outside and available for children to talk to and to resolve any problems they may be having. All staff have received training through Emotionally Healthy Schools to enable them to support children with emotional difficulties on a 1:1 basis.

Emotionally Healthy School

We have a team of teachers and teaching assistants who are responsible for coordinating the Emotional Wellbeing of children within school. All staff have received training as part of the Emotional Healthy Schools initiative. We run two weekly interventions (Cool Connections and Resilient Classrooms) which support children in KS1 and KS2 who have been identified by either their parents or class teacher as having some area of social, emotional or mental health difficulties which could be supported by them developing a better understanding of their emotions. Our Deputy Headteacher is a trained Mental Health First Aider for youths and we have a specialist teaching assistant who has received additional ELSA training in mentoring children.

Bullying

We have a dedicated anti-bullying lead member of staff and anti-bullying ambassadors within school. Their role is to raise awareness of bullying, help to educate the school and take actions to prevent bullying within school. Our anti-bullying policy can be found on the "Policies" section of our school website which can be

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accessed by following this [link](#). Incidents of bullying are taken very seriously, we record all incidents of bullying and take action to deal with these immediately whether they are reported to us by children or parents or observed by members of staff. Any cases of bullying are shared with all staff (including lunchtime assistants) and monitored closely. Parents are kept informed of how the situation is dealt with and improvements that have been made to make their child safe and happy within our setting. We log all behaviour incidents on CPOMS to ensure all adults who should be aware are aware and we can closely monitor any persistent behaviours. Our deputy headteacher is in charge of monitoring behaviour across the school.

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

Toileting

Our staff are experienced with supporting children with toileting and personal care needs and understand that these times should be attended to in private to ensure the dignity of children should be maintained. In the first instance we aim to support toilet training programmes at home. In school, we assist your child to be as independent as possible when going to the toilet. We encourage them to be in control of any part of the process that they are physically able to deal with (whether this be pulling up their trousers or standing while their nappy is pulled up). Where necessary, to keep the child safe, staff will remain on-hand to support the child where needed in these situations. 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.

Medication

We understand that children with SEND may need support with medication. We have a designated first aid lead and all staff are first aiders across the school who are trained in administering medication where necessary. We ask that parents leave the medication in a named bag or container at the school office, complete a health care plan and fill in a form giving permission for us to administer the medication (including time and date to be given and dosage information). These medications are kept in a safe (locked if necessary) location and the children are collected at key times to take their medication during the day according to the information provided to us by parents. At these times, first aid trained member of staff signs and dates the form to indicate when and how much of the medication has been given so that this information can be passed to the parents where necessary for transition from school to home. In some cases we understand that children's medication will need to be immediately accessible to the child (for example, diabetes, asthma inhalers, EpiPen's and in these cases medication will be kept in a safe, accessible place in the classroom. All staff are trained on an annual basis on the use of the EpiPen for the treatment of anaphylaxis. Teachers and teaching assistants supporting children with specific medical needs will receive the appropriate training from health care professionals, e.g. diabetes nurse. We have two school inhalers for emergencies, all parents who have children who may need to access these have signed permission forms.

Sharing medical information

In order to ensure that staff have an awareness of children in their classroom requiring specific medication or personal care attention each classroom has a medical file with specific information regarding the child's needs. We talk to parents about the most important information needed to keep their child safe and keep them informed of any medical incidents at school immediately by telephone (or in cases where we cannot reach the parent we would tell them at collection time at the end of the school day). These are also shared with any adults your child works with outside of the classroom to ensure a continuity of care. In more

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critical cases, a photo of the child and information about their specific needs, symptoms, medications and actions in case of emergency are clearly displayed for all staff to access in the first aid room (this information is also shared with staff through staff meetings and emails to ensure all adults working with or around the child are able to act decisively to keep the child safe and well).

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

SEN Teaching Assistants and Counselling

We understand that children with SEND may require more emotional and social support within the school setting. At Handforth Grange we have a number of SEN teaching assistants available to all children on the playground at lunchtimes as we understand that children can find these times most difficult. The teaching assistants supports children who are having difficulties socialising with others as well as monitoring and aiding any concerns regarding bullying that may arise. In school we also have a member of staff who is trained in emotional first aid counselling. If you feel that your child would benefit from these sessions please meet with the headteacher or SENCO to highlight your child's needs and a place will be allocated as soon as a place becomes available if it is deemed appropriate and useful for the child (we try to maintain children within these sessions for prolonged periods to develop relationships and ensure a continuity of care). We aim to keep these sessions confidential for the child and only share information if it is a safeguarding concern (these would be shared initially with our safeguarding lead within school).

In addition, SEN teaching assistants run weekly social skills interventions for children who have been identified as requiring support with their SEMH development. The Cool Connections and Resilient class room interventions enable children across school to learn how to manage their emotions, react appropriately to peers and develop a positive self-image.

Peer support/buddying

We understand that playtimes can be an emotionally challenging and less structured time for some children with SEND and therefore have a "buddy" system within school that is run by the older children. The Year 6 children take on the role of "buddy" for some children with SEND to help them socialise and play outside with less adult support. They are trained in how to play with younger children and how to ensure that they feel happy within the school day. The Year 6 children provide training and transition for the following year group to take on their roles on leaving school.

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

Behaviour Support

We have a positive approach to behaviour management at Handforth Grange School and our behaviour systems are used consistently by all members of staff to ensure consistency. We understand that in some cases children with SEND require additional support to manage their behaviour at key points in the day and in these cases we would create a behaviour plan (which would involve parental contributions) which could be shared with all staff working with that child. We record the child's particular difficulties, trigger points and strategies for supporting children at these times. In this way, we keep the management of the behaviour consistent for the child. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own

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behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour. It is very rare that we would consider exclusion for a child within our setting. Our *positive behaviour management* and *exclusions* policies can be found on our school website by following this [link](#).

Attendance

Within Handforth Grange we are aspiring to ensure all children have at least 97% attendance. This will ensure that the children have every opportunity to receive the greatest benefit from their education, raise attainment and gain the appropriate skills which will equip them for life. We understand that children with SEND can have more difficulties with attendance particularly when requiring attendance at specialist medical appointments within the school day. We ask that parents keep the school informed of any medical appointments in advance so that we can document this appropriately within our registration system. The Deputy Head (Mrs Dolby) monitors the attendance of all children including those with SEND as we understand it is of vital importance that these children have a consistent education. To promote outstanding attendance we will initially contact parents if their child's attendance falls below 95.5%. Once a child's attendance reaches 94% parents will be invited in to school to meet with the deputy Head and SENCO to gain an understanding as to why this may be occurring and work together to help support the child to attend more frequently. For example, in situations where the child has specific anxieties about school day we would work with the parents to improve the child's emotional needs. To help support parents and children with additional needs we have a school minibus. The school minibus collects the children from their home in the mornings to help them to arrive at school in time for the morning bell.

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Working Together & Roles

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

At Handforth Grange all our teachers are teachers of SEN. The class teacher takes responsibility for your child's education and wellbeing throughout the school year. They are your first point of contact if you have any questions regarding their wellbeing at school or their educational progress. It is the class teacher's responsibility to plan and deliver lessons that cater for the needs of your child and help them to make progress as well as provide resources that are used efficiently to support your child's learning. All the class teachers work closely with the SENCO and will request further information or support as required.

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 of your child's educational needs are in place.

The Head Teacher is the Designated Safeguarding Lead and the two deputy head teachers are Safeguarding deputies.

The Deputy head teacher is the SENCO responsible for coordinating the provision for pupils with SEND, supported by the Head Teacher. That person may carry out assessments or observations of your child within their setting and will usually host formal meetings such as your child's annual review. They are also the Resource Provision Manager, responsible for the day to day provision for children with SEND.

The Deputy Head monitors teaching and learning, behaviour and welfare (including a deputy safeguarding role) and parent communication.

Each area of the school (infant and juniors) has an assistant headteacher who leads their phase and is the first point of contact after the class teacher in the monitoring of behaviour, teaching and learning and parent communication.

Within school we also have a strong team of SEN teaching assistants who work with individuals or small groups of children to provide additional interventions.

These adults work alongside the class teacher to deliver work that aims to address gaps in your child's knowledge or understanding. If your child has an EHC plan they may also have a designated support assistant available to them within the classroom for certain periods of the school day. These support assistants are present to assist you child to learn within class whether by supporting children with their physical or educational needs to help them access the curriculum appropriately.

From time to time school may seek specialist advice and support from external agencies (speech and language therapists, physiotherapists, occupational therapists) who may come in to school to work with your child or to assess their needs. We will always seek parental consent for these occasions.

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?

All classrooms have their own dedicated SEN files online which hold detailed information about your child's specific needs. These are made available and are accessible to all staff working with your child. Information about your child will be recorded on a school support plan within these files which will outline your child's main difficulties, medical information and specific strategies for supporting the child. Staff are encouraged to discuss these with the SENCO where they have concerns or to clarify their understanding. All class teachers attend regular and annual review meetings for children with SEN support or EHC Plans in their class. Where children have SEN or EHC Plans, daily liaison occurs between parents, teachers and teaching assistants to ensure information is passed between

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Working Together & Roles

home and school. At the end of the year, transition meetings are held to ensure all information is passed on in preparation for the new academic year. Where necessary children will receive an enhanced transition and a transition booklet to share with their parent over the summer holidays.

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

Within school we have some specialist staff trained to support children in different areas.

Our resource provision caters for children with **ASC** and has many highly experienced teaching assistants and a resource provision manager. These members of staff share information readily with colleagues across school to ensure that children with ASC both within the provision and within other classes of the school are well supported and catered for.

The Head Teacher is also trained to screen children for dyslexia and to run specific intervention programmes to support them within school. These are run on a 1:1 basis or small group basis and are tailored to the needs of each individual. The Head Teacher has gained an MA in SEN and Inclusion as well as a PG Certificate Spld Dyslexia (with ATS)

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

The school works with a wide range of services. We have close links with health professionals, for example, CAMHS, speech and language therapists (SALT), physiotherapists, occupational therapists (OT), and specialist teachers for vision and hearing. Some of our pupils access these services on site. We work closely with social care teams, organise multi-agency meetings to discuss pupil's needs, (e.g. Signs of Wellbeing) 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?

If you have a concern about your child your first point of contact would be the class teacher who has a daily understanding of your child's needs. The SENCO is also available to discuss any concerns you may have and an appointment can be made through the school office to arrange this meeting.

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

The SENCO is Leigh Green and can be contacted through the school office in person or using the following contact details:

Tel: 01625 526566

Email contact: admin@handforthgrange.com

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

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Working Together & Roles

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND (Mrs Sarah Milward), and regular meetings between the SEND governor and SENCO take place 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? (IRR)

A range of groups have been set up within school to allow children to have a voice about school issues. School council members are elected by their class at the beginning of a school year and any children can put their name forward for election. The school council regularly liaise with their class regarding whole school issues and bring their ideas to school council meetings. The Pupil Support Team has been set up using a select group of children from within school who are highlighted as vulnerable; this includes children who have SEND. The aim of this group is to give more vulnerable children a time to talk as well as the opportunity to take on responsibilities for school projects and have a positive impact on the school as a whole.

Children who have SEND are encouraged to give their views at all levels and particularly at their own annual review meetings. They are supported to contribute in a way that is comfortable to them, whether by attending the meeting itself or providing written feedback or using an advocate (familiar adult) to help them express their opinions.

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 readings, accompanying trips etc. There are opportunities to join the PTCA (Friends of Handforth Grange) who organise events and fundraise on behalf of the school. This is a great way to get involved and meet other parents within school. Parent governors sit on the governing body, including parents of children with SEND in school. 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 recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO / Resource Provision manager, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. The Cheshire East Information and Advice Service (CEIAS) is highlighted to parents who request additional support as they offer excellent advice from other parents who have an understanding of what it is like to have a child with SEND. More details can be found about CEIAS by following this [link](#). Some of our pupils have accessed SEND travel to school by taxi. We liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis. We also offer parents the option of having their child collected by the school minibus in the mornings to help with their morning routines.

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Inclusion & Accessibility

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

As an inclusive school we ensure that all children are able to access our school trips and other activities outside the classroom. We make adaptations for children with SEND to access residential trips and may provide additional adult support where needed, seek out appropriate accommodation or make arrangements for a child to attend the residential for a daytime visit as opposed to an overnight stay.

Our school offers a wide range of after school clubs (we also offer a before school and lunchtime clubs run by the Bronze Ambassadors to cater for children who have difficulty remaining at school after the end of the day). These clubs change and update on a half termly/termly basis and parents will be informed by email of any new clubs starting. These clubs are open to all children with SEND and, where needed, school can provide additional adults to support children with SEND. We have a before and after school club provision on site and some of our children with SEND attend this provision.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Year 5 and 6 classrooms are upstairs and a lift allows all children access to this area.

Are disabled changing and toilet facilities available?

Details (if required)

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

Details (if required)

We have very limited parking space and therefore parents are asked to park on the side streets outside school and to walk their child into the school buildings. We understand that this can be difficult for some children with SEND and parents can arrange to use the school car park to drop their child off if they have specific needs that require this. Children who arrive by taxi are picked up and dropped off directly outside the front door to school for their safety. We have one disabled parking bay.

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

Details (if required)

N/A

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Inclusion & Accessibility

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.

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. All children with SEND attend residential holidays and school trips with their class peers. 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. Our resourced provision is a low stimulus teaching environment in order to support learners with sensory integration differences linked to Autism. We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person or by phone.

The school Equality/Accessibility Plans can be found by following this [link](#).

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Transition

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

For information about entry please email the main school office (admin@Handforthgrange.com) who will discuss the entry process with you. Our admissions policy reflects Cheshire East guidelines and can be found by following this [link](#).

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

We encourage parents to visit our setting to get an understanding of what the school can offer. When you arrive you will be given a tour of the school by the headteacher or a member of the senior leadership team (Deputy Head or SENCO). Please ask any questions you may have. If you wish to meet the SENCO on your visit please request this prior to your visit as she may be in class teaching at the time you arrange your tour.

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

Entry

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school SENCO or headteacher. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For children with a greater level of need we would arrange a transition meeting between parents and the SENCO to discuss the child's specific needs and to begin planning how we would adapt our current provision to suit their needs (where appropriate we would invite the SENCO from your child's previous school to attend this meeting as well as any other external agencies involved in supporting the child to provide additional details). Following this meeting we would consider how best to adapt the provision and create an action plan outlining this information. This action plan would be reviewed regularly by the classteacher and the SENCO as the child entered our school to ensure the provision matched his/her individual needs.

Transition to new setting

We understand that there are many more details that we need to pass on to new schools receiving our children with SEND and therefore make every effort to liaise with them to pass on the required information. We arrange a meeting between the SENCO of your child's current school and their next school (and where possible the current classteacher) to discuss your child's needs and how we can plan for a smooth transition between establishments. Strategies to support the child will be discussed in detail at this meeting and parents would be invited to the meeting to share their views as well. We have developed an excellent relationship with the Resource Provision staff at Wilmslow High School. Children who attend our resource provision may transfer (subject to SEN Panel decision) to the resource provision at Wilmslow High School. Where this occurs we ensure that the child receives an enhanced transition package to enable them to feel well prepared and to development relationships with support staff for year 7. Where parents and professionals feel a more specialised setting is required for children, then we will work with the new setting to ensure children are equally well prepared.

All of your child's SEND paperwork (including statements, annual reviews, outside agency advice, support plans) would be sent to their next school for the new SENCO to utilise.

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Transition

When your child is ready to move to high school we liaise closely with their next school setting through the high school SENCO. We ensure that children have the opportunity to do additional transitional visits to the high school and in cases where your child has an EHC plan we are happy to provide their familiar adult to attend the initial visit alongside them (providing that the high school are happy for us to do this).

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Additional Information

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

The school SENCO can provide additional support. You can arrange a meeting via the school office (Tel: 01625 526566; Email: admin@Handforthgrange.com)

Cheshire East Information and Advice Service can be accessed by following this [link](#).

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

Written September 2019 and will be reviewed annually

Reviewed: September 2020, September 2021, September 2022. September 2023.

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

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? *(IRR)*

As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO or the Headteacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the school website by following this [link](#) to the "policies" page.