

## Our Local Offer for Special Educational Needs and/or Disability Updated 1<sup>st</sup> April 2020

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 Updated 1<sup>st</sup> April 2020

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<b>Name of Setting</b>	Lostock Hall Primary School, Mallard Crescent, Poynton, SK12 1XG
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" 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"/>
<b>Specific Age range</b>	3-11 age range with a 'Before and After School Club' provision and a 'Pre School' on site.
<b>Number of places</b>	Published Admission Number <b>24</b> children per year.
<b>Which types of special educational need do you cater for?</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid black; height: 100px; width: 100%; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



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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?

- [How do you identify children or young people with SEND?](#) Tracked against national expectations, medical needs.
- [After identification, what would your setting's first steps be?](#) Look to Quality First Teaching. Cheshire East SEND Toolkit
- [Does the setting/school/college have any programmes for early intervention?](#) Quality First Teaching, tracking, diagnosis.

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or 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 receive a regular programme of training to support them in the identification of SEND, and there is information on the school website to support parents with this. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. A termly SEND clinic is held to ensure class teachers have the opportunity to discuss issues raised at the pupil progress meeting with the SENCO.

Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school. **SEND Toolkit - Graduated approach**

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

- [How will I be able to raise any concerns I may have?](#)

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. It is paramount to talk to the class teacher first. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively the school SENCO can be contacted directly, either at the end of the school day, or via the email addresses provided on the website.

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

- [Please provide hyperlink\(s\) to the setting/school/college's SEND policy and other relevant documents e.g. assessment policy, dyslexia policy etc.](#)

The school's SEND policy and other relevant policies can be found on the school website by following this [link](#).

**Commented [VH1]:** Just for your information - we have advised schools that they can write their answers over these grey prompt questions; however I note that you have incorporated these into your answers, which is of course at your discretion.

**Commented [VH2]:** I have inserted a hyperlink to the policies page of the school website for you here.

Please check that this is correct.



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### Teaching, Learning and Support

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

- *How will you support children and young people with SEND with or without an EHC plan?* The school teaches pupils with SEND in accordance with the **Cheshire East Local Offer for SEND** (available from [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)), using Quality First Teaching, in class with targeted support.
- *How does the setting/school/college plan the support?* It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Detailed provision mapping is carried out half termly with input from teachers, teaching assistants and parents. Provision is provided for group interventions. School use the Cheshire East SEND Toolkit and its graduated approach through the Continuum of Need.
- *How and when will I be involved in planning my child or young person's education?* Work with class teachers and SENCO.
- *What additional learning support is available?* Teachers/teaching assistants, small group activities, one to one support, specialist advice implemented.
- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs?* Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class. Differentiation through Quality First Teaching. **Cheshire East SEND TOOLKIT Graduated approach.**
- *Do you provide a range of published and personalised intervention programmes to support high quality classroom teaching, and could you provide one or two examples?* The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. We use a wide range of intervention strategies where appropriate including Toe by toe, Numericon, Beat Dyslexia, Rapid Writing, Power of Two, ELS, and Quest. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Play therapists and Occupational Therapists. In some cases these specialists might work in school with the child, or school staff might attend therapy sessions out of school with the pupil.
- *What external teaching and learning do you offer? (e.g. outreach)*  
Where additional levels of support are required, a personalised 'SEN support plan' is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

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

- *What is your approach to differentiation?* It is based on the needs, abilities and interests of the individual child. All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide



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### Teaching, Learning and Support

- personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information.
- *How will that help my child or young person?* Their needs will be diagnosed and matched accordingly.
  - *What provision do you offer to facilitate access to the curriculum and to develop independent learning?* (This may include support from external agencies and/or equipment/facilities) Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENCO, Speech and Language staff, Teacher for the Deaf, Occupational Health, and/or LA Inclusion officers.
  - *Who will oversee and plan the education programme?* All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular SEN meetings held between class teachers and the SENCO.
  - *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?* According to their needs, provision will be made.

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

- *How is your budget for SEND allocated and managed?*
  - *How would you secure additional funding for a pupil?*
- 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 used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes, alternative seating etc. For those requiring provision additional to class based approaches, funding facilitates the school's "menu" of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHC 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 cost efficiently.

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

- *Describe the decision making process.* When children's needs are initially identified a discussion takes place between teachers, parents and pupils through a graduated response. 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. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this.



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### Teaching, Learning and Support

- *Who else will be involved?* Local Authority and Health. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.
- *How will I be involved?* Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils.

### How will equipment and facilities to support children and young people with SEND be secured?

The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays, etc.) 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 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. Parents will be involved wherever possible in these discussions. Application for further funding from the LA and charitable organisations. We have Soundfield Systems in school to support the specific needs of children in school.

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

- *How will you know how my child or young person is doing?* All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school books. Half termly tracking meetings and teacher's daily evaluations.
- *How often will my child's progress be reviewed, and how will this be done?* Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held termly and via the annual school report to parents which is sent home during the summer term.
- *How will I know what progress they should be making?* Age related / child related expectations shared by class teacher.
- *What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes?* For learners with SEND, personal provision plans will be discussed with parents at parent-teacher meetings, and for those with EHC Plans an annual review will be held.
- *How will you explain to me how learning is planned and how I can help support this at home?* Class teacher
- *What opportunities will there be for regular contact about things that have happened at the setting, school or college? (e.g. a home/school book)* Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.
- *Do you offer any parent training?* The school also offers a range of parent support sessions throughout the year; some of which are in collaboration with other local schools. Early reading, writing and Maths evenings and support handouts.



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### Teaching, Learning and Support

- *What measures do you take to assist communication with parents and carers with SEND?*  
Daily feedback books, email and sims text messaging where appropriate, Face to face meetings on a regular basis ( 1/2 termly)

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

- *How will my child be kept up-to-date on their progress, and involved in review processes?*  
Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans 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). 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. We recognise that there is sometimes a need to protect 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.

### 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?

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND? How will you involve parents and carers in this process?*
  - *How will you involve children and young people in this process?*
  - *Does the setting, school or college use feedback mechanisms or surveys?*
- 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 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 annually and collated to inform decisions about future provision.



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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?

- *What handover arrangements are offered at the start and end of the school day?*
- *What support is offered during breaks and lunchtimes?*
- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*
- *What are the setting/school/college arrangements for undertaking risk assessments?*

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff via 'Classroom Behaviour Plans', which outline any areas which could pose a risk to the pupil. 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. Where necessary alternative arrangements for the most "risky" times of the day are made, for example a smaller, more highly supervised playground is available at lunchtimes. For some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCO.

'RAMPS' are in place where necessary.

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

- *What pastoral arrangements are in place to listen to pupils/students with SEND?*
- *What measures are in place to prevent bullying?*
- *Where can I find details of policies on bullying? Policies are shared on the school website.*
- *How do you help children and young people to make friends?*
- *Is a mentor or buddy scheme available for my child or young person?*
- *How do you encourage and measure the development of good self esteem and confidence?*
- *Do you offer sibling support?*

#### **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. We recognise that 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. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self esteem and confidence e.g. PIVATS, Pre Key Stage Standards.

#### **FRIENDSHIPS**

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. Golden Rules / Behaviour Policy. We also offer a range of personalised social skills



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### Keeping Students Safe and Supporting Their Wellbeing

activities, and our learning mentor is available to support pupils and families in a holistic way. Buddy system with Reception and Y6 pupils, buddy reading with Y5 and Y1/2 children.

#### PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

#### BULLYING

'STOP – Several times on purpose start telling other people': the school holds a clear position on bullying and bullying policy, 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, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

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

*How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*

#### ADMINISTRATION OF 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, pupils attend the school office where medication is kept in a locked box. Medicine is then usually administered in the presence of 2 members of staff who sign to acknowledge correct administration. In some cases 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 classroom behaviour management plan and staff room wall.

#### 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, wiping themselves. 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 (e.g. toileting, injections, bodily application of creams, etc.), 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 (e.g. administration of Movicol or Ensure drinks given at snack time). Where this occurs close adult supervision is maintained to ensure the safety and



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### Keeping Students Safe and Supporting Their Wellbeing

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 e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

#### SHARING OF MEDICAL INFORMATION

Information about the medical and personal care needs of pupils is noted on the classroom behaviour plan and also on SIMS. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored alongside the pupil's medication. 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.

- *What would the setting/school/college do in the case of a medical emergency? Triage and dial 999 where necessary*
- *How does the setting/school/college support young people who have to take time off for medical appointments?*

#### 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 any missed work 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 annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. A number of staff are trained to administer diabetic medication and to work a diabetic pump. Where necessary the school seeks out relevant training to address the specific needs of pupils.

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

- *Does the setting, school or college offer a counselling service and/or learning mentor?*

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.

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

The school has a clear **behaviour policy** which is implemented consistently. 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. We use Positive reinforcement – 'Catch them being good'.

#### EXCLUSION

**Commented [VH3]:** I have inserted a link to the policies page on the school website for you here.



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### Keeping Students Safe and Supporting Their Wellbeing

It is very rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found [here](#).

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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 well-being 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 pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, and interventions).

Their role is many and varied and central to Quality First Teaching.

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

##### • *Who will be working with my child/young person?*

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, and will usually host formal meetings such as annual reviews.

In addition to the class teacher and SENCO, pupils might come into contact with the following:

- External professionals; Speech and language specialist, Occupational health, Education Psychologists, Post Adoption team, Cheshire East Autism Team, Child and Adolescent Mental Health Services (CAMHS), The school nurse (parental consent required for any contact).
- There are also a large number of support staff (teaching assistants) working in school as well as some volunteers. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis.
- Occasionally external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent / carer.

#### 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 class teachers and any key workers involved with the child will be given a copy of EHC Plans and there are regular opportunities to discuss the content of these at termly SEN meetings and Annual reviews with the SENCO.



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### Keeping Students Safe and Supporting Their Wellbeing

All information is stored on SIMS (protected integrated information management system). SENCO also has access to Liquid Logic.

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

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?* Enhanced
- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*
- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?* Annual CPD (Continuing Professional Development).
- *Does the setting, school or college have any formal accreditations, charter marks or awards?* Basic Skills, Quality Mark 10years, Investors in People, Inclusion Quality Mark, National Support School, Local Leader in Education.
- *Does the setting, school or college provide disability awareness training?* No

All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes.

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

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND?*
- *Do any other services work closely with yours? This can include health, social services, local authority support services, voluntary organisations.*
- *Which health or therapy services can children/young people access on the setting/school/college premises?*

The school works with a wide range of services. We have close links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy. We work closely with social care teams, as well as with voluntary organisations such as Parent Partnership. Some of our pupils access Speech and Language Therapy and Occupational Therapy on site. If required, we will organise multi-agency meetings to discuss pupil's needs (e.g. CAF) 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?

- *Who can I talk to if I am worried?*

Your first point of contact should be your child's class teacher. The school SENCO is also always available to support you in matters relating to SEND. Contact details can be found on the [school website](#).

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

Commented [VH4]: I have inserted a hyperlink to the school website for you here (homepage).



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### Keeping Students Safe and Supporting Their Wellbeing

Mrs E Dockry (Assistant Headteacher / SENCO)

Please contact the school office either via a phone call 01625 383838 or email [admin@lostockhall.cheshire.sch.uk](mailto:admin@lostockhall.cheshire.sch.uk) to arrange an appointment with the SENCo.

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils, including those who are looked after, make progress (SEN, Pupil Premium, LAC governors monitor progress of children and champion support and challenge).

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

- *How will my child/young person being able to contribute his or her views?*
- *How will the setting/school/college support my child/young person to do this?*
- *How do you support children and young people with SEND/LDD in making their aspirations known?*
- *Do you have any student focus groups, councils or forums within the setting?*

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans 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 express their views in alternative formats e.g. opinions expressed via written 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. There is a school council, made up of pupils who meet regularly to share the views of their peers. Pupils with SEN are represented within this group.

### 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 "Lostock Hall PTA" who organise events and fundraise on behalf of the school. 4 Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

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

- *Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?*
- *What information, advice and guidance can parents and young people access through the setting, school or college? Who normally provides this help and how can they access this?*
- *How does the setting, school or college help parents with travel plans to get their son/daughter to and from the setting, school or college?*



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



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### **Keeping Students Safe and Supporting Their Wellbeing**

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, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via a termly parent partnership magazine.



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



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### Inclusion & Accessibility

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

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*
- *Do you offer holiday and/or before and after school/college provision? If yes, please give details*
- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?*
- *How do you make sure clubs, activities and residential trips are inclusive?*
- *How will you help my child or young person to be included?*
- *How do you involve parent carers in planning activities and 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, residential 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 out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

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

Details (if required)

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

Details (if required)



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### Inclusion & Accessibility

#### Additional Points:

- Where can I find the setting's Accessibility Plan?*[As described in the latest draft SEN Code of Practice]*
- How are SEND students supported to access those facilities available to all students?
- Have there been improvements in the auditory and visual environment?
- How do you communicate with those whose first language is not English (including parent/carers)?
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?
- Is any specialist IT software or equipment available and used within the setting?

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be found here [\[awaiting link\]](#). 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 (Sound Field System).

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.

**Commented [VH5]:** Link needed here – I could not find this policy on the school's website.

Please note that this question is asking for the school's **Accessibility plan** – where can this be found?

Accessibility plans are plans which schools must have in place and which are aimed at increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of schools to enable disabled pupils to benefit from all the school has to offer; and improving availability of accessible information to disabled pupils. SEN Code of Practice 2014 states that this must be published and should be brought together (i.e. linked) to information required under the Children and Families Act 2014.



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### Transition

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

- *Where can I find information on entry criteria? (colleges/post 16)*
- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in latest draft of new Code of Practice)*

**For information about entry please email the main school office ([lostockhall.cheshire.sch.uk](mailto:lostockhall.cheshire.sch.uk)) who will discuss the entry process with you. LA admissions team will also advise you of admissions procedures.**

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.

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

- *Do you offer Open Days?*

We offer a range of transition visits for new reception pupils (3x1hour sessions, 1 x 2hour session); however we encourage the families of pupils with SEND to arrange a separate visit with the school SENCO so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENCO ([admin@lostockhall.cheshire.sch.uk](mailto:admin@lostockhall.cheshire.sch.uk)).

We also hold an Open day in October and one in March.

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

- *What preparation will there be before my child or young person joins you?*
- *How will he or she be prepared to move onto the next stage?*
- *What information will be provided to his or her new setting, school, or college?*
- *How will you support the new setting, school, or college to prepare for my child or young person?*
- *What work experience opportunities do you offer?*
- *Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?*
- *Do you teach life skills and/or independent travel training?*
- *Do you use job coaches or careers advisors?*



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### Transition

#### 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. 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. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

#### 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. Some of our pupils benefit from lengthy transition work, whereas others find an extended transition stressful, and require a shorter introduction. 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 also have close links with many of the local specialist settings and can advise parents and families when making decision about secondary provision.



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



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### Additional Information

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

- *Who can I contact for further information? (Parent partnership etc.)*

The school SENCO ([admin@lostockhall.cheshire.sch.uk](mailto:admin@lostockhall.cheshire.sch.uk)) in school can provide details of further support for families.

CEIAS Team can be accessed by following this link (<https://livewellservices.cheshireeast.gov.uk/Services/1>)

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

*Must be updated annually – please provide date of latest update*

1<sup>st</sup> April 2020, to be reviewed April 2021

(In line with the Cheshire East SEND Toolkit and its graduated approach through the Continuum of Need.

#### Where can I find the Cheshire East Local Offer?

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

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

- *How can parents give feedback to the setting, school or college?*
- *What is the setting, school or college's complaints policy?*

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 Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found [here](#). Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found within the Cheshire East Local Offer (see above).

**Commented [VH6]:** I have inserted a hyperlink to the policies page of the school website for you here.